



Australian Government

SIR07 Retail Services Training Package

Release: 3.3

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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		SIR07 V3.3 replaces the SIR07 V3.2 Retail Services Training Package. Skill Sets The development of 4 new Community Pharmacy Skill Sets • Dispensary • Human Resources Management • Quality • Stock Control
3.2	21 January 2013	SIR07 V3.2 replaces the SIR07 V3.1 Retail Services Training Package General • Editorial updates • Update to Retail Services Qualification Pathway diagram Qualifications: • Added BSBLED401A Develop teams and individuals to the Elective units in SIR50112 Diploma of Retail Management • Added SIRCDIS301 Accept prescriptions and return dispensed medicines to customers to the Elective units in SIR40112 Certificate IV in Community Pharmacy Units: • Amendment to the Range statement for SIRCPPK205 Assist customers seeking to relieve cough and cold symptoms
3.1	14 August 2012	SIR07 V3.1 replaces the SIR07 V3 Retail Services Training Package. Qualifications: Updates to imported units and editorial corrections:

Version	Release date	Comments
		- SIR20112 Certificate II in Community Pharmacy - SIR30112 Certificate III in Community Pharmacy - SIR30412 Certificate III in Business to Business Sales - SIR40112 Certificate IV in Community Pharmacy - SIR40212 Certificate IV in Retail Management Units: Updated the following imported units: - BSBCCO301B Use multiple information systems - BSBCCO304C Provide sales solutions to customers - BSBCUS401B Coordinate implementation of customer service strategies - BSBWOR301B Organise personal work priorities and development - HLTCOM408D Use specific health technology to communicate effectively - HLTSL408D Perform home-based assessments for sleep studies The following imported unit added: - BSBLED401A Develop teams and individuals Skill Sets: The development of 5 new skill sets: - Coaching and Mentoring - Management - Marketing - Operations - Sales
3	13 June 2012 (Endorsed 29 May, 2012)	SIR07 V3 replaces SIR07 V2 Retail Services Training Package SIR07 V2 and SIR07 V3 are the same for retail qualifications and competency standards. Qualifications Updates to the community pharmacy qualifications: - SIR20112 Certificate II in Community Pharmacy - SIR30112 Certificate III in Community Pharmacy

Version	Release date	Comments
		- SIR40112 Certificate IV in Community Pharmacy Amendments: - Four community pharmacy management units added to the electives of SIR50112 Diploma of Retail Management Units of Competency - Updates to all existing community pharmacy units 15 new community pharmacy units of competency Assessment Guidelines: - Updated to reflect current community pharmacy industry requirements
2	NA	SIR07 V2 replaces the SIR07 V1.3 Retail Services Training Package Qualifications Amendments include: - The review of 6 existing retail qualifications: - SIR10112 Certificate I in Retail Services - SIR20212 Certificate II in Retail Services - SIR30212 Certificate III in Retail Operations - SIR40212 Certificate IV in Retail Management - SIR50112 Diploma of Retail Management - SIR50212 Diploma of Visual Merchandising - The development of 4 new qualifications: - SIR20312 Certificate II in Retail Fast Food - SIR30312 Certificate III in Retail Supervision - SIR30412 Certificate III in Business to Business Sales - SIR80112 Vocational Graduate Certificate in Retail Leadership - The removal of the following Community Pharmacy qualifications: - SIR20107 Certificate II in Community Pharmacy - SIR30107 Certificate III in Community Pharmacy - SIR40107 Certificate IV in Community Pharmacy - The removal of the SIR20307 Certificate II and SIR30307 III Certificate III in Wholesale

Version	Release date	Comments
		• Packaging changes applied to increase flexibility. Units of competency SIR07 V2 includes 155 retail services specific units of competency. Amendments include: • updating the unit descriptors, application statements, required knowledge and skills and evidence guides for the following units • SIRRFS302 Monitor food safety program • SIRRMER405 Produce visual merchandising signs • SIRRMER406 Design, construct and maintain props • SIRRMER407 Design merchandisers • SIRRMER508 Produce retail visual illustrations • SIRRMER509 Manufacture visual merchandising signage and support structures • SIRRMER511 Plan, organise and maintain display lighting • SIRRMER512 Produce perspective drawings, plans and elevations • SIRRMER513 Develop concept visuals • SIRRMER514 Design and produce store plans and floor layouts • SIRRMER515 Manage visual merchandising projects • SIRRMER516 Style merchandise for photography • SIRRMER517 Develop and apply strategies for merchandising and corporate presentations • SIRRMER518 Present design concepts • SIRRMER519 Design and produce merchandising and in-store presentations • SIRRPRK214 Recommend specialised products and services • SIRWINV301 Administer supply to a business • SIRWINV302 Monitor inventory capacity to meet demand • SIRWSLS301 Build sales relationships • SIRWSLS302 Process product and service data • SIRWSLS303 Analyse and achieve sales targets • SIRWSLS304 Build sales of branded products • SIRWSLS305 Optimise customer and territory coverage

Version	Release date	Comments
		• SIRXCCS201 Apply point-of sale handling procedures • SIRXCCS202 Interact with customers • SIRXCCS304 Coordinate interaction with customers • SIRXCCS305 Maintain business-to-business relationships • SIRXCCS407 Develop business-to-business relationships • SIRXCCS509 Manage business customers • SIRXCLM101 Organise and maintain work areas • SIRXCLM402 Manage store facilities • SIRXCOM101 Communicate in the workplace to support team and customer outcomes • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXGLC401 Monitor compliance with the legislative requirements for establishing a retail business • SIRXGLC502 Establish business legal and legislative requirements • SIRXICT303 Operate retail information technology systems • SIRXICT404 Adopt mobile commerce applications to improve sales and service • SIRXIND101 Work effectively in a customer service environment • SIRXMER201 Merchandise products • SIRXMER202 Plan, create and maintain displays • SIRXMER303 Coordinate merchandise presentation • SIRXMER304 Present products • SIRXMER405 Manage store presentation and pricing • SIRXMER406 Monitor in-store visual merchandising displays • SIRXMER407 Plan and build visual presentations for a range of merchandise categories • SIRXMGT507 Manage staff through change • SIRXPRO401 Maximise sales of branded products and services • SIRXPRO504 Maximise product sales and market share • SIRXRSK201 Minimise loss • SIRXRSK404 Control store security • SIRXSLS201 Sell products and services • SIRXSLS303 Build relationships with customers • SIRXSLS304 Coordinate sales performance

Version	Release date	Comments
		• SIRXSLS406 Manage sales and service delivery • SIRXSLS410 Lead a sales representatives team • SIRXWHS101 Apply safe work practices • SIRXWHS302 Maintain store safety • SIRXWHS403 Provide a safe work environment • reducing the number of prerequisites and removing co requisites • developing the following new units of competency • SIRXCCS203 Promote loyalty programs • SIRXCCS406 Provide customer service for high value and complex sales • SIRXCCS408 Build retail relationships and sustain customer loyalty • SIRXCOM202 Communicate with customers using technologies • SIRXIND102 Plan a career in the retail industry • SIRXINV407 Manage suppliers • SIRXINV404 Manage retail merchandise • SIRXMGT508 Plan and prepare for business sustainability • SIRXMGT509 Manage diversity within the business • SIRXSLS405 Coordinate a retail operation during economic downturns • SIRXSRM801 Lead the organisation through change • SIRXSRM802 Lead the development of business opportunities • SIRXSRM803 Lead and develop staff • SIRXSRM804 Continuously improve operational retail processes • SIRXSRM805 Lead the strategic planning process in a service environment • SIRXSRM806 Manage and transform sales and service programs • SIRXSRM807 Lead the development of a visual merchandising strategy • SIRXSRM808 Plan and manage complex retail projects • SIRXSRM809 Manage retail operations in a region or area • deleting the following retail units of competency: • SIRRIND001A Work effectively as a visual

Version	Release date	Comments
		merchandise • SIRXGLC003A Comply with legislative requirements affecting business activities • SIRWIND001A Confirm wholesale business practices • SIRWINV001A Process purchases • deleting the following 29 community pharmacy units of competency: • SIRPDIS001A Accept prescriptions and deliver medicine • SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy • SIRPDIS003A Assist in dispensary operations • SIRPDIS004A Assist in dispensary stock control • SIRPDIS005A Assist in preparing dose administration containers • SIRPDIS006A Assist in preparing extemporaneous prescriptions • SIRPMER001A Market and promote pharmacy products and services area • SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines • SIRPPKS002A Identify, locate and sell products related to allergies • SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products • SIRPPKS004A Identify, locate and sell baby and infant products • SIRPPKS005A Identify, locate and sell cough and cold products • SIRPPKS006A Identify, locate and sell eye, ear and oral care products • SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions • SIRPPKS008A Identify, locate and sell first aid and wound care products • SIRPPKS009A Identify, locate and sell products for skin and fungal conditions • SIRPPKS010A Assist in the management of pharmacy and pharmacist-only medicines • SIRPPKS011A Provide information, products and services on asthma • SIRPPKS012A Provide information, products and

Version	Release date	Comments
		services on blood pressure • SIRPPKS013A Provide information, products and services on complementary medicine • SIRPPKS014A Provide information, products and services on diabetes • SIRPPKS015A Provide information, products and services on diet, nutrition and weight management • SIRPPKS016A Provide information, products and services to support home health care • SIRPPKS017A Provide information, products and services on pregnancy and maternal health • SIRPPKS018A Provide information, products and services on smoking cessation • SIRPPKS019A Provide information, products and services on women's and men's health • SIRPPKS020A Provide information, products and services on wound care • improving reference to sustainability principles and skills within newly developed and revised units of competency • 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. • Including new imported units: • BSBADM502B Manage meetings • BSBCCO301A Use multiple information systems • BSBCCO304B Provide sales solutions to customers • BSBRES401A Analyse and present research information • BSBCUS401A Coordinate implementation of customer service strategies • BSBFIM501A manage budgets and financial plans • BSBFLM503B Manage effective workplace relationships • BSBFRA501B Establish a franchise operation • BSBFRA502B Manage a franchise operation • BSBFRA503B Manage establishment of new sites or regions • BSBFRA504B Manage relationships with franchisees • BSBFRA505B Manage closure of a franchise • BSBHRM502A Manage human resources management information systems

Version	Release date	Comments
		• BSBHRM504A Manage workforce planning • BSBHRM506A Manage recruitment selection and induction processes • BSBINM501A Manage an information or knowledge management system • BSBINN201A Contribute to workplace innovation • BSBLED501A Develop a workplace learning environment • BSBMGT502B Manage people performance • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMKG501B Identify and evaluate marketing opportunities • BSBMKG502B Establish and adjust the marketing mix • BSBMKG507A Interpret market trends and developments • BSBMKG514A Implement and monitor marketing activities • BSBMKG608A Develop organisational marketing objectives • BSBOHS501B Participate in the coordination and maintenance of a systematic approach in managing OHS • BSBOHS502B Participate in the management of the OHS information and data systems • BSBOHS503B Assist in the design and development of OHS participative arrangements • BSBPUR401B Plan purchasing • BSBPUR402B Negotiate contracts • BSBPUR403B Conduct international purchasing • BSBREL402A Build client relationships and business networks • BSBRES401A Analyse and present research information • BSBSMB401A Establish legal and risk management requirements of small business • BSBSUS501A Develop workplace policy and procedures for sustainability • BSBWOR501B Manage personal work priorities and professional development • BSBWRK509A Manage industrial relations • CUFDIG304A Create visual design components

Version	Release date	Comments
		• CUVPHI302A Capture photographic images • CUVPHI401A Capture images in response to a brief • ICTCC320A Use multiple information systems • ICTCC341A Provide sales solutions to customers • SFDIST202C Retail fresh, frozen and live seafood • SIPCCPM501 Lead and develop pharmacy teams • SIPCCPM502 Manage pharmacy sales and service delivery • SIPCCPM503 Manage pharmacy premises and equipment • SIPCCPM504 Investigate new front-of-pharmacy products and services • SITHCCC001B Organise and prepare food • SITHCCC003B Receive and store kitchen supplies • SITHFAB009A Provide responsible service of alcohol • SITHFAB010C Prepare and serve non-alcoholic beverages • SITHFAB012B Prepare and serve espresso coffee • SITXOHS002A Follow workplace hygiene procedures • TAEASS301A Contribute to assessment • TAEASS401A Plan assessment activities and processes • TAEDEL301A Provide work skills instruction • TAEDEL401A Plan, organise and deliver group-based learning • TAEDEL402A Plan, organise and facilitate learning in the workplace. Assessment guidelines 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.
1.3	December 2010	The selection of imported units for the following qualifications have been broadened to comply with NQC's increased flexibility ruling: SIR30107 Certificate III in Community Pharmacy SIR40107 Certificate IV in Community Pharmacy

Version	Release date	Comments
		SIR50207 Diploma of Visual Merchandising
1.2	June 2010	Qualification rules updated to include the selection of units from accredited courses and other Training Packages as an elective.
1.1	March 2010	Imported units: - BSB01 Business Services Training Package replaced by updated versions from BSB07 Business Services Training Package. - THH02 Hospitality Training Package replaced by updated versions from SIT07 V2 Tourism, Hospitality and Events Training Package.
1	24 August 2007	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) and locating information about the Training Package. Alternatively, contact Service Skills Australia (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**

Code	Title
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
COMMUNITY PHARMACY		
Community Pharmacy Management		
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
Dispensary		
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
Health Care Support		
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
Industry		
SIRCIND201	Operate in a community pharmacy framework	Nil
SIRCIND202	Plan a career in community pharmacy	Nil
Merchandising		
SIRCMER401	Market and promote a pharmacy products and services area	SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
Pharmacy Product Knowledge		
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
Quality		
SIRCQUA401	Coordinate a pharmacy quality system	Nil
RETAIL SERVICES		
Administration		
SIRXADM001A	Apply retail office procedures	Nil
SIRXADM002A	Coordinate retail office	Nil
Cleaning and Maintenance		

Code	Title	Prerequisite
SIRXCLM101	Organise and maintain work areas	Nil
SIRXCLM402	Manage store facilities	Nil
Client and Customer Service		
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
Communication		
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	Nil
SIRXCOM202	Communicate with customers using technologies	Nil
Computer Operations and ICT Management		
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
E-business		
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
Finance		
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
Food Safety		
SIRRFSA001A	Apply retail food safety practices	Nil
SIRRFSA302	Monitor food safety program	Nil
Governance and Legal Compliance		
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
Human Resource Management		
SIRXHRM001A	Administer human resources policy	Nil
SIRXHRM002A	Recruit and select personnel	Nil
Industry		
SIRXIND101	Work effectively in a customer service environment	Nil
SIRXIND102	Plan a career in the retail industry	Nil
Inventory		
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
Management and Leadership		
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
Marketing and Public Relations		
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
Merchandising		
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

Code	Title	Prerequisite
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
Product Knowledge		
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	
Product Management		
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
Quality and Innovation		
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
Retail Management		
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
Retail Post		
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
Risk Management and Security		
SIRXRSK201	Minimise loss	Nil
SIRXRSK002A	Maintain store security	Nil
SIRXRSK003A	Apply store security systems and procedures	Nil
SIRXRSK404	Control store security	Nil
Sales		
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
Work Health and Safety (WHS)		
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

Code	Title	Origin
BSB07 Business Services Training Package		
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)

Code	Title	Origin
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)
CUF07 Screen and Media Training Package		
CUFDIG304A	Create visual design components	CUF07 Screen and Media
CUV11 Visual Arts, Crafts and Design Training Package		
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)
HLT07 Health Training Package		
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)
SFI11 Seafood Industry Training Package		
SFIDIST202C	Retail fresh, frozen and live seafood	SFI04 Seafood Industry (Version 1.0)
SIB10 Beauty Training Package		
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)
SIT07 Tourism, Hospitality and Events Training Package		
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)
TAE10 Training and Education Training Package		
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.

SIR07 V3 Qualification Code and Title	Relates to SIR07 V2 Qualification Code and Title	Nature of Relationship E = equivalent N = not equivalent
SIR20112 Certificate II in Community Pharmacy	SIR20107 Certificate II in Community Pharmacy	E 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	E 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	E 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

		decreased from 33 to 14. The number of core units has decreased from 22 to 4. The number of elective units has decreased from 11 to 10.

SIR07 Version 2 Qualifications mapping table

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

SIR07 V2 Qualification code and title	SIR07 V1.3 Qualification code and title	Nature of Relationship E = equivalent N = not equivalent
SIR10112 Certificate I in Retail Services	SIR10107 Certificate I in Retail Services	E 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	E 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		N 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	N Removed and no equivalence in SIR07 V2

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

		The number of elective units remains at 7.
SIR50112 Diploma of Retail Management	SIR50107 Diploma of Retail Management	E SIR50112 replaces, and is equivalent to SIR50107 as the intent of the qualification remains unchanged. The total number of units required complete this qualification remains at 9 units. The number of core units remains at 2. The number of elective units remains at 7.
SIR50212 Diploma of Visual Merchandising	SIR50207 Diploma of Visual Merchandising	E SIR50212 replaces, and is equivalent to SIR50207 as the intent of the qualification remains unchanged. The total number of units required complete this qualification have decreased from 32 to 23 units. The number of core units has decreased from 26 to 15 units. The number of elective units has increased from 6 to 8 units.
SIR80112 Vocational Graduate Certificate in Retail Leadership		N 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. The total number of units required complete this qualification is 4.

SIR07 V3 Units of competency mapping table (Community Pharmacy)

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

SIRCDIS406 Assist in preparing dose administration aids	SIRPDIS005 Assist in preparing dose administration containers	E Updated and equivalent to SIRPDIS005A
SIRCDIS407 Assist in preparing extemporaneous prescriptions	SIRPDIS006A Assist in preparing extemporaneous prescriptions	E Updated and equivalent to SIRPDIS006A
SIRCDIS408 Coordinate service to patients in residential care settings		N New unit
Health Care Support		
SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines	SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines	E 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	E 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	E 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	E New functional area. No change to the overall scope or outcomes of the

	cessation	unit. Equivalent to SIRPPKS018A
SIRCHCS305 Advise on continence management		N New unit
SIRCHCS306 Advise on complementary medicines	SIRPPKS013A Provide information, products and services on complementary medicine	E 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	N 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	N 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	E 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	E 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	E Updated and equivalent to SIRPPKS020A
SIRCHCS412 Provide Australian Needle and Syringe Program services		N 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	E 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		N New unit
SIRCHCS415 Coordinate pharmacy health promotions and home medicine reviews		N New unit
Industry		
SIRCIND201 Operate in a community pharmacy framework		N New unit
SIRCIND202 Plan a career in community pharmacy		N New unit
Merchandising		
SIRCMER401 Market and promote a pharmacy products and services area	SIRPMER001A Market and promote a pharmacy products and services area	E New functional area. Updated and equivalent to SIRPMER001A
Pharmacy Product Knowledge		
SIRCPPK201 Assist customers seeking commonly requested vitamins, minerals and supplements		N New uni.
SIRCPPK202 Assist customers seeking eye and ear products	SIRPPKS006A Identify, locate and sell eye, ear and oral care products	N 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	E 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	N 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	E 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	E 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		N New unit
SIRCPPK308 Assist customers seeking relief from gastro-intestinal conditions	SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions	E 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	E 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	E 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	E 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	E Confined to sexual health and equivalent to related outcomes in SIRPPKS019A.
Quality		
SIRCQUA401 Coordinate a pharmacy quality system		N 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.

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

	customers	with customers	SIRXCCS003A
SIRXCCS305	Maintain business to business relationships	SIRXCCS006A Maintain business to business relationships	N 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		N New unit- no equivalent in SIR07
SIRXCCS407	Develop business to business relationship	SIRXCCS004A Develop business to business relationships	E Updated and equivalent to SIRXCCS004A
SIRXCCS408	Build retail relationships and sustain customer loyalty		N New unit- no equivalent in SIR07
SIRXCCS509	Manage business customers	SIRXCCS005A Manage business customers	E Updated and equivalent to SIRXCCS005A
Communication			
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	SIRXCOM001A Communicate in the workplace	N 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		N New unit- no equivalent in SIR07
Computer Operations and ICT Management			
SIRXICT001A	Operate retail technology	SIRXICT001A Operate retail technology	E Editorial updates

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

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

SIRXGLC502	Establish business legal and legislative requirements	SIRXGLC002A Establish compliance with legislative requirements	N 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	N Deleted unit - rolled content into re-focussed SIRXGLC002A Establish compliance with legislative requirements
Human Resource Management			
SIRXHRM001A	Administer human resources policy	SIRXHRM001A Administer human resources policy	E Editorial updates
SIRXHRM002A	Recruit and select personnel	SIRXHRM002A Recruit and select personnel	E Editorial updates
Industry			
SIRXIND101	Work effectively in a customer service environment	SIRXIND001A Work effectively in a retail environment	E Updated and equivalent to SIRXIND001A
SIRXIND102	Plan a career in the retail industry		N New unit - no equivalent in SIR07
Inventory			
SIRWINV301	Administer supply to a business	SIRWINV002A Administer supply in to a business	E Updated and equivalent to SIRWINV002A
SIRWINV302	Monitor inventory capacity to meet demand	SIRWINV003A Monitor inventory capacity to meet demand	E Updated and equivalent to SIRWINV003A

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

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

	telemarketing	Conduct telemarketing	Editorial updates
SIRXMPR004A	Market products	SIRXMPR004A Market products	E Editorial updates
SIRXMPR005A	Seize a business opportunity	SIRXMPR005A Seize a business opportunity	E Editorial updates
SIRXMPR006A	Manage promotional activities	SIRXMPR006A Manage promotional activities	E Editorial updates
SIRXMPR007A	Devise a strategic marketing plan	SIRXMPR007A Devise a strategic marketing plan	E Editorial updates
SIRXMPR008A	Implement advertising and promotional activities	SIRXMPR008A Implement advertising and promotional activities	E Editorial updates
Merchandising			
		SIRRIND001A Work effectively as a visual merchandiser	N Deleted unit
SIRRMER001A	Merchandise food products	SIRRMER001A Merchandise food products	E Editorial updates
SIRRMER002A	Pack and display meat products	SIRRMER002A Pack and display meat products	E Editorial updates
SIRRMER003A	Prepare and display fast food items	SIRRMER003A Prepare and display fast food items	E Editorial updates
SIRRMER004A	Prepare and display bakery products	SIRRMER004A Prepare and display bakery products	E Editorial updates
SIRRMER405	Produce visual merchandising signs	SIRRMER007A Apply lettering	E 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	E Updated and equivalent to SIRRMER010A Title change but no change to outcomes
SIRRMER407	Design merchandisers	SIRRMER015A Design merchandisers	E Updated and equivalent to SIRRMER015A
SIRRMER508	Produce retail visual illustrations	SIRRMER005A Produce retail visual illustrations	E Updated and equivalent to SIRRMER005A
SIRRMER509	Manufacture visual merchandising signage and support structures	SIRRMER006A Manufacture visual merchandising support structures	E 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	E Updated and equivalent to SIRRMER008A
SIRRMER511	Plan, organise and maintain display lighting	SIRRMER012A Maintain display lighting and brief lighting designers	E 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	E Updated and equivalent to SIRRMER009A
SIRRMER513	Develop concept visuals	SIRRMER011A Develop concept visuals	E Updated and equivalent to SIRRMER011A

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

	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	E Updated and equivalent to SIRXMER003A
SIRXMER407	Plan and build visual presentations for a range of merchandise categories	SIRXMER007A Demonstrate merchandising and category presentation skills	E Updated and equivalent to SIRXMER007A
Product Knowledge			
SIRRRPK001A	Advise on food products and services	SIRRRPK001A Advise on food products and services	E Editorial updates
SIRRRPK002A	Advise on meat products	SIRRRPK002A Advise on meat products	E Editorial updates
SIRRRPK003A	Advise on fast food products	SIRRRPK003A Advise on fast food products	E Editorial updates
SIRRRPK004A	Advise on bakery products	SIRRRPK004A Advise on bakery products	E Editorial updates
SIRRRPK005A	Advise on seafood products	SIRRRPK005A Advise on seafood products	E Editorial updates
SIRRRPK006A	Recommend liquor products	SIRRRPK006A Recommend liquor products	E Editorial updates
SIRRRPK007A	Recommend and fit clothing or footwear products and services	SIRRRPK007A Recommend and fit clothing or footwear products and services	E Editorial updates
SIRRRPK008A	Recommend jewellery products and services	SIRRRPK008A Recommend jewellery products and services	E Editorial updates

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

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

	improve operational quality	continuously improve operational quality	Editorial updates
Retail Management			
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
Retail Post			

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

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

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

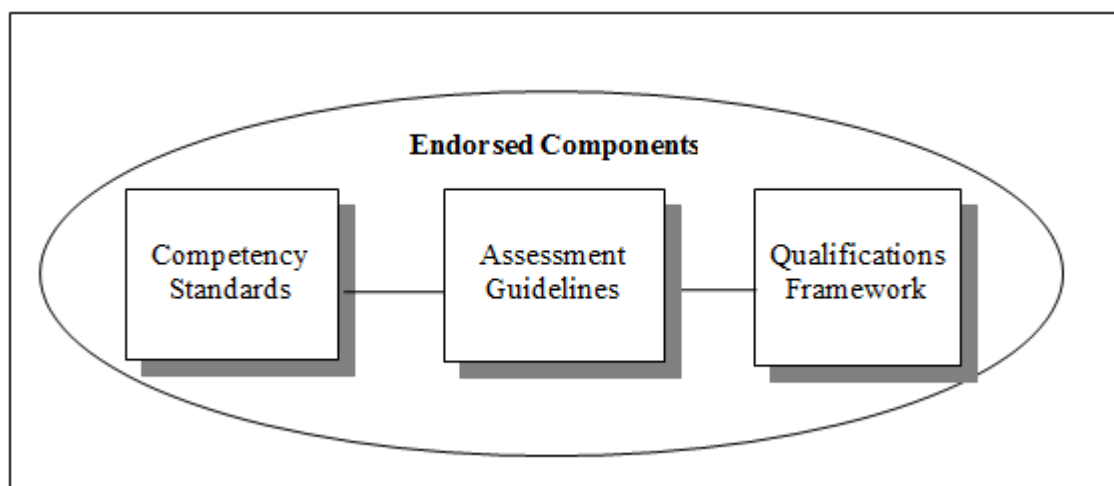
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training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

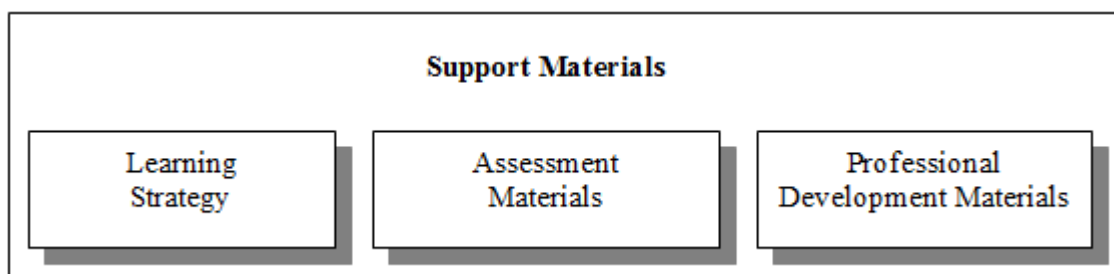
Qualifications Framework

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, 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%).

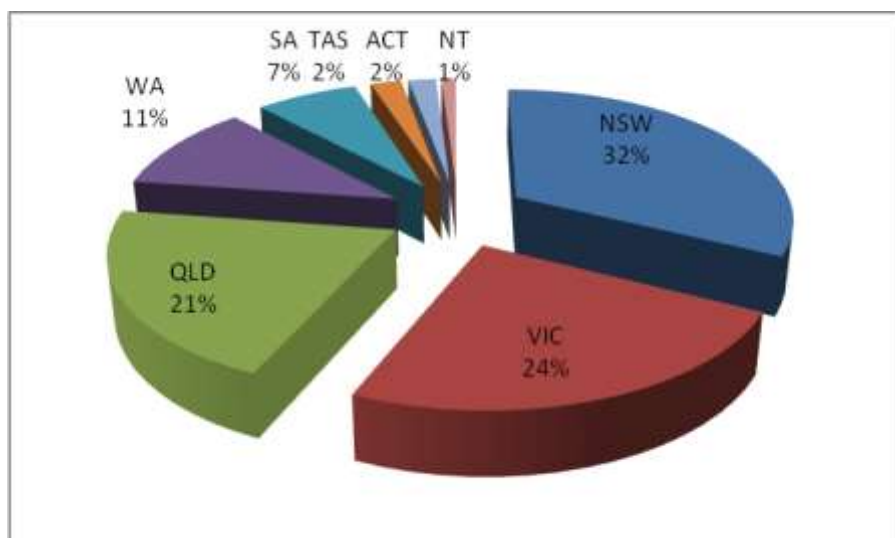
Businesses in the industries cover a wide range of formats, such as supermarkets, department stores, discount department stores, speciality chains, commission-based retail and convenience stores. The retail services industries are distinct, with clear differences in the role each plays within the supply 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.

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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) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on 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.

Certificate I

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

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.

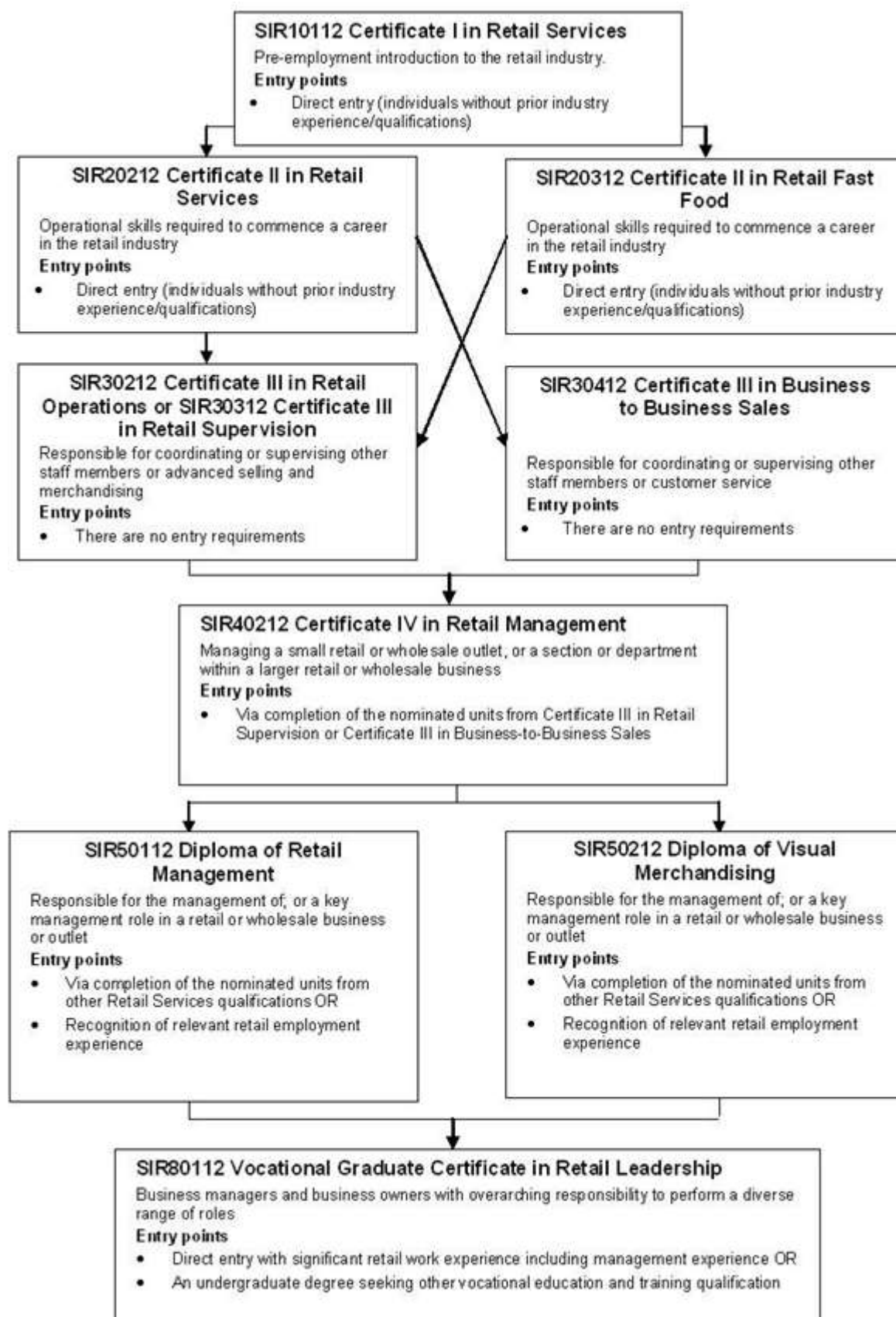
Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIR10112 Certificate I in Retail Services	3	2	5
SIR20212 Certificate II in	8	6	14

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

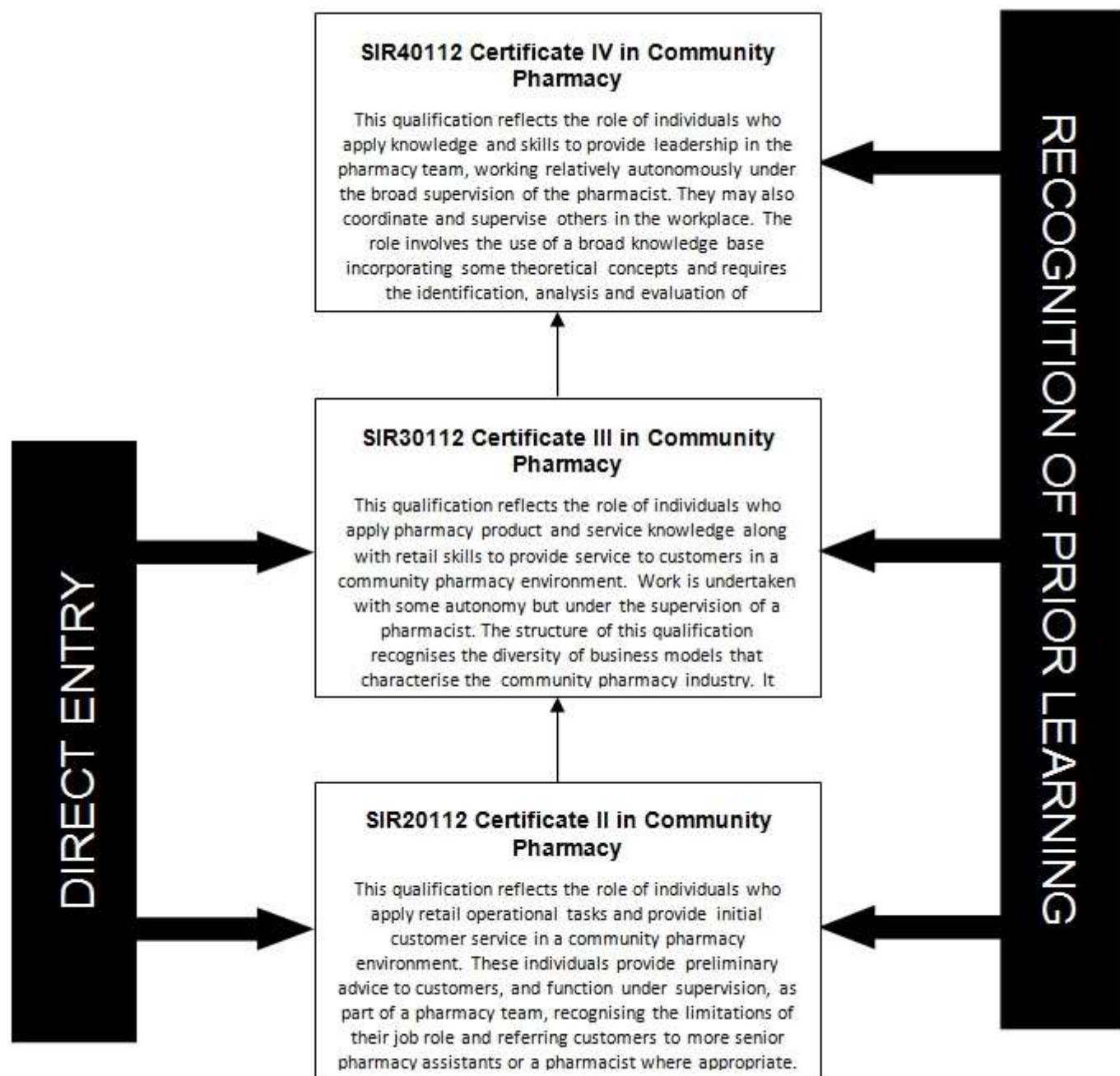
Qualification Pathways

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).

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

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
Unit Title	Give formal presentations and take part in meetings. (communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (learning) Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)
Evidence Guide	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: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative

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.
Communication that contributes to productive and harmonious relations across employees and customers	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions

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.
	• showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it

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.
	• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

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> or refer to the ASQA website <www.asqa.gov.au>.

Licensing/Registration Requirements

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

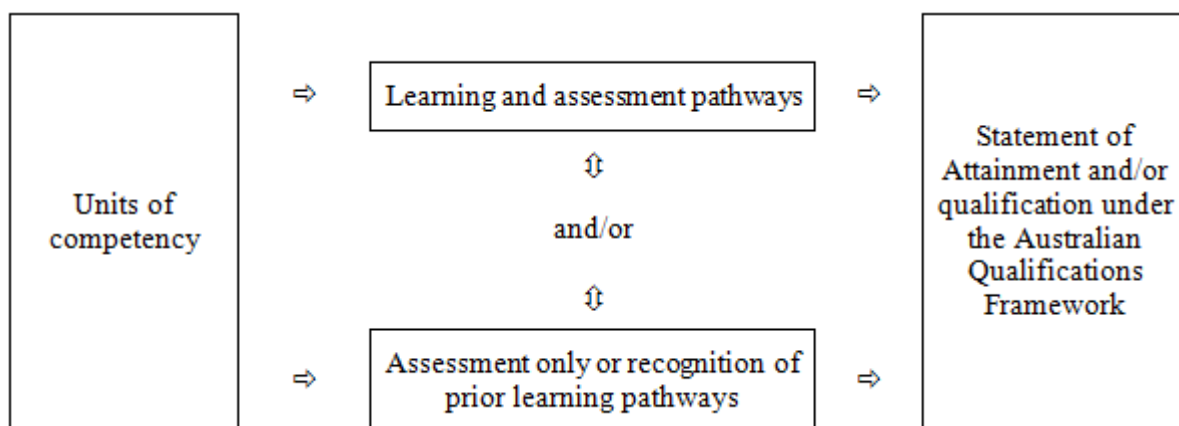
The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which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

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	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
Single assessor An individual assessor conducts the assessment	An assessor is required to: • 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. • be deemed competent and, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed • have experience in workplace application of the specific units of competency they are assessing • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.
Partnership arrangement An assessor works with a technical expert to	An assessor is required to: • 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

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
conduct the assessment	Standards for NVR Registered Training Organisations. • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. • communicate and liaise with the technical expert throughout the assessment process • A technical expert shall be a person who: • 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 • has experience in workplace application of the specific units of competency they are assessing • demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicates and liaises with the assessor throughout the assessment process.

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). 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

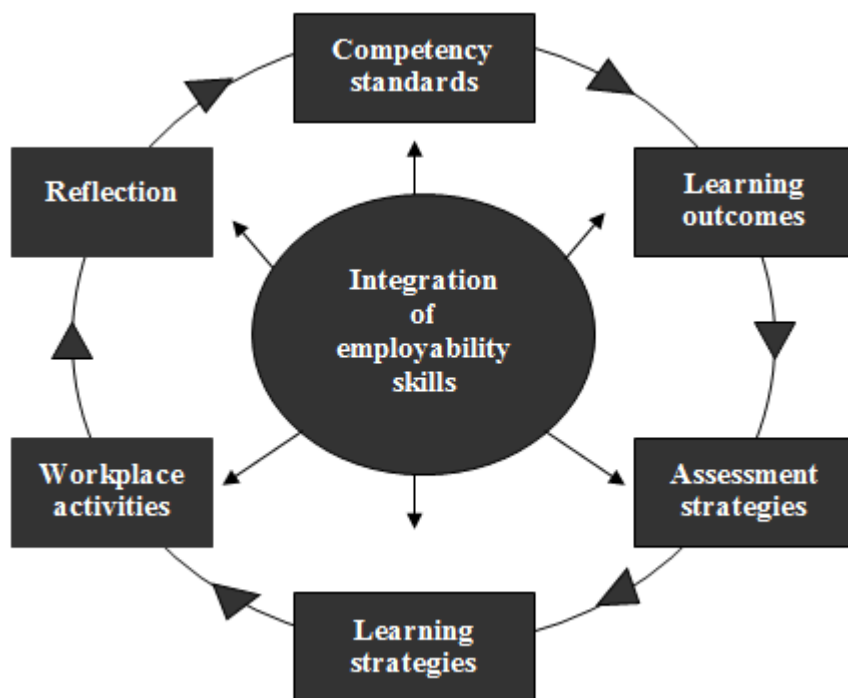
Assessments must meet the criteria set out in the *AQTF Essential Standards for Initial and Continuing Registration* or the *Standards for NVR Registered Training Organisations*. For information, the mandatory assessment requirements from Standard 1 from the AQTF Essential Standards for Initial and Continuing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

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	
Context of assessment (all units)	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. 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. Assessment should be undertaken in an environment that meets industry codes of practice and relevant industry regulations and legislation.
Assessment methods	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.
Integrated assessment	All units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

Summary of assessment requirements	
Evidence required for demonstration of consistent performance	For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated.
Assessment resources	All units identify resource requirements appropriate to the unit. For example: • a real or simulated retail services work environment (for further guidance on the use of an appropriate simulated environment, • relevant documentation, such as workplace policy and procedures manuals • a range of customers with different requirements • a range of community pharmacy, retail or wholesale equipment and products appropriate to a retail services workplace • sources of product information • a qualified workplace assessor or assessment team.
Prerequisite and co-requisite requirements at unit level	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.

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
Community Pharmacy Management		

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
Dispensary		
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
Health Care Support		
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
Community Pharmacy Management		
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
Industry		
SIRCIND201 Operate in a community pharmacy framework	P	P
SIRCIND202 Plan a career in community pharmacy	P	P
Merchandising		
SIRCMER401 Market and promote a pharmacy products and services area	P	P
Pharmacy Product Knowledge		
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
Community Pharmacy Management		
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
Quality		
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

Web: 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

Web: 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
Community Pharmacy Units								
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				
Retail Units								
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					
Cross Sector units								
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			

SIR10112 Certificate I in Retail Services

Modification History

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

Release	Comments
Release 2	Editorial updates.
First Release	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

Description

This qualification provides the skills and knowledge for an individual to commence work in the retail industry.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide customer service in a retail store
- organise and maintain work areas.

Possible job titles

- customer service assistant
- point-of-sale operator

Pathways Information

The qualification is suitable for a VET in Schools (VETiS) pathway and is designed for pre-vocational use. It is not suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may undertake the qualification with little or no experience in the industry.

Pathways from the qualification

After achieving SIR10112 Certificate I in Retail Services, individuals may undertake:

- SIR20212 Certificate II in Retail Services
- SIR20312 Certificate II in Retail Fast Food.

Licensing/Regulatory Information

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

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ▶ carry out verbal instructions from other team members and supervisors ▶ read and interpret simple workplace documents ▶ complete simple written workplace forms and share work-related information with other team members
Teamwork	▶ work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others

Problem-solving	▶ demonstrate sensitivity to customer needs and concerns ▶ anticipate problems and act to avoid them where possible ▶ solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
Initiative and enterprise	▶ adapt to new situations, including changing workplace procedures
Planning and organising	▶ plan and carry out simple retail tasks to timelines and priorities that are set by a supervisor
Self-management	▶ understand and follow store policies regarding work availability, rosters and work duties ▶ work within the store culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks under instruction
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
Technology	▶ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ▶ recognise and report faulty equipment and follow store workplace health and safety procedures

Packaging Rules

5 units must be completed:

- 3 core units
- 2 elective units:
 - a minimum of 1 unit must be selected from the elective unit list below
 - 1 unit may be selected from any relevant Training Package or accredited course first packaged at AQF level 1 or 2.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXIND101	Work effectively in a customer service environment
SIRXWHS101	Apply safe work practices
Elective units	
Client and Customer Service	
SIRXCLM101	Organise and maintain work areas
Computer Operations and ICT Management	
SIRXICT001A	Operate retail technology
Working in Industry	
SIRXIND102	Plan a career in the retail industry

SIR20112 Certificate II in Community Pharmacy

Modification History

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

Release	Comments
Release 2	Editorial updates.
First Release	SIR20112 replaces SIR20107 Certificate II in Community Pharmacy 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.

Description

This qualification reflects the role of individuals who apply retail operational tasks and provide initial customer service in a community pharmacy environment. These individuals provide preliminary advice to customers, and function under supervision, as part of a pharmacy team, recognising the limitations of their job role and referring customers to more senior pharmacy assistants or a pharmacist where appropriate.

Work could be undertaken in a variety of community pharmacy settings.

Job roles

Individuals with this qualification are able to perform roles, such as:

- responding to and advising customers on general retail products
- accepting prescriptions
- applying product knowledge to recommend and supply a defined range of pharmacy products and services to customers
- referring customers to more senior pharmacy assistants or a pharmacist
- operating within the legislative framework, regulation and protocols that apply to community pharmacy
- operating a point of sale area
- maintaining stock levels and displays
- organising and maintaining work areas

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway. The Certificate II in Community Pharmacy is suitable for VET in Schools delivery.

Pathways into the qualification

People may enter this qualification with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving this qualification, people may progress to a Certificate III in Community Pharmacy or to Certificate III qualifications other service industry fields.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening skills to establish customer requirements, answer questions and provide information on the location of pharmacy product or service areas. Refer requests for product advice to a more senior team member or a pharmacist. Regularly carry out verbal instructions from other team members and supervisors. Interpret simple workplace documents, complete simple written workplace forms and share work related information with other team members.
Teamwork	Work collaboratively with other team members, supporting the team, respecting and understanding others' views and giving and receiving feedback in the context of a pharmacy customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.

Problem-solving	Demonstrate sensitivity to customer needs and concerns anticipating problems and acting to avoid them where possible. Solve problems in the context of a team structure where after clarification, recognition of risk may be referred to another team member or a supervisor for resolution depending upon store policy and procedures.
Initiative and enterprise	Look for opportunities to do things better and suggest ideas to supervisors and other team members and supervisors in the context of the job role. Positively accept and adapt to changes in procedures or arrangements in the pharmacy. Take positive action to report hazards or risks to supervisors.
Planning and organising	Plan and carry out simple front of pharmacy tasks to timelines and priorities that are set by a supervisor.
Self-management	Understand and follow pharmacy regarding work availability, rosters and work duties. Work within the pharmacy culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete delegated tasks under instruction.
Learning	Identify personal strengths and weaknesses in the context of the job role and to recognise how to personally learn best at work. Accept opportunities to learn new ways of doing things and implement changes under instruction within the context of store procedures.
Technology	Use of computer based point-of-sale systems in the context of available equipment and pharmacy procedures. Recognise and report faulty equipment and follow pharmacy occupational health and safety procedures.

Packaging Rules

18 units must be completed:

- 10 core units
- 8 elective units:
 - 4 units must be selected from Group A – Pharmacy Product Knowledge
 - the remaining 4 units may be selected from:
 - Group B – General Elective Units, or
 - SIR07 V3 Retail Services Training Package or another endorsed Training Package or accredited course, provided the units are first packaged at AQF level 2 or 3 in the parent Training Package.

In all cases, selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
HLTIN301C	Comply with infection control policies and procedures
SIRCIND201	Operate in a community pharmacy framework
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCLM101	Organise and maintain work areas
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXIND101	Work effectively in a customer service environment
SIRXMER201	Merchandise products
SIRXRSK201	Minimise loss
SIRXWHS101	Apply safe work practices
Elective Group A – Pharmacy Product Knowledge	
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements
SIRCPPK202	Assist customers seeking eye and ear products
SIRCPPK203	Assist customers seeking first aid and wound care products
SIRCPPK204	Assist customers seeking oral care products
SIRCPPK205	Assist customers seeking to relieve cough and cold symptoms
SIRCPPK206	Assist customers seeking to relieve skin and fungal conditions
SIRCPPK207	Supply medical devices
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Elective Group B – General Elective units	
Client and Customer Service	
SIRXCCS202	Interact with customers

Computer Operations and ICT Management	
SIRXICT001	Operate retail technology
Finance	
SIRXFIN201	Balance and secure point of sale terminal
Inventory	
SIRXINV001A	Perform stock control procedures
Pharmacy Product Knowledge	
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements
SIRCPPK202	Assist customers seeking eye and ear products
SIRCPPK203	Assist customers seeking first aid and wound care products
SIRCPPK204	Assist customers seeking oral care products
SIRCPPK205	Assist customers seeking to relieve cough and cold symptoms
SIRCPPK206	Assist customers seeking to relieve skin and fungal conditions
SIRCPPK207	Supply medical devices
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Retail Make-Up and Skin Care	
SIBBFAS201A	Demonstrate retail skin care products
SIBXFAS201A	Design and apply make-up
Sales	
SIRXSLS201	Sell products and services
Skin Services	
SIBBSKS201A	Pierce ears
Sustainability	
BSBSUS201A	Participate in environmentally sustainable work practices

Industry	
SIRCIND202	Plan a career in community pharmacy

SIR20212 Certificate II in Retail Services

Modification History

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

Release	Comments
First Release	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.

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide product and service advice in a retail store
- sell products and services in a variety of retail settings
- work as a checkout operator
- check stock and replenish shelves
- organise and maintain work areas and displays.

Possible job titles

- sales assistant
- customer service assistant

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway and is also appropriate for VET in Schools (VETiS) delivery.

Pathways into the qualification

Individuals may undertake the qualification with little or no experience in the industry.

Pathways from the qualification

After achieving SIR20212 Certificate II in Retail Services, individuals may undertake:

- SIR30212 Certificate III in Retail Operations
- SIR30312 Certificate III in Retail Supervision
- SIR30412 Certificate III in Business-to-Business Sales.

Licensing/Regulatory Information

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

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ▶ persuade customers to purchase goods by communicating their

	features and benefits ▶ regularly carry out verbal instructions from other team members and supervisors ▶ read and interpret workplace documents, complete written workplace forms and share work-related information with other team members
Teamwork	▶ work collaboratively with other team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others
Problem-solving	▶ demonstrate sensitivity to customer needs and concerns ▶ anticipate problems and act to avoid them where possible ▶ solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
Initiative and enterprise	▶ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ▶ positively accept and adapt to changes in procedures or arrangements at the store level ▶ take positive action to report hazards or risk situations to supervisors
Planning and organising	▶ understand how a personal job role fits into the context of the wider business values and directions ▶ plan daily work tasks and priorities in the context of the job role to achieve outcomes within set timelines ▶ plan tasks to work safely and manage risk according to store procedures
Self-management	▶ understand and follow store policies regarding work availability, rosters and work duties ▶ work within the store culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks under instruction
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
Technology	▶ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ▶ recognise and report faulty equipment and follow store occupational health and safety procedures

Packaging Rules

14 units must be completed:

- 8 core units
- 6 elective units:
 - a minimum of 3 units must be selected from the elective unit list below
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 1, 2 or 3.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCLM101	Organise and maintain work areas
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXICT001A	Operate retail technology
SIRXIND101	Work effectively in a customer service environment
SIRXRSK201	Minimise loss
SIRXWHS101	Apply safe work practices
Elective units	
Administration	
SIRXADM001A	Apply retail office procedures
SIRXADM002A	Coordinate retail office
Client and Customer Service	
SIRXCCS203	Promote loyalty programs

Computer Operations and ICT Management	
SIRXICT002A	Use computers as part of business and e-commerce processes
Finance	
SIRXFIN201	Balance and secure point-of-sale terminal
SIRXFIN002A	Perform retail finance duties
Food Safety	
SIRRFSA001A	Apply retail food safety practices
Inventory	
SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
Marketing and Public Relations	
SIRXMPR002A	Provide marketing and promotion program
SIRXMPR003A	Conduct telemarketing
Merchandising	
SFIDIST202C	Retail fresh, frozen and live seafood
SIRRMER001A	Merchandise food products*
SIRRMER002A	Pack and display meat products*
SIRRMER004A	Prepare and display bakery products*
SIRXMER201	Merchandise products
SIRXMER202	Plan, create and maintain displays
Product Knowledge	
SIRRRPK002A	Advise on meat products*
SIRRRPK004A	Advise on bakery products*
SIRRRPK005A	Advise on seafood products*
SIRRRPK214	Recommend specialised products and services

SIRXRPK001A	Recommend health and nutritional products and services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Retail Food	
SITHFAB009A	Provide responsible service of alcohol
Retail Post	
SIRRPOS001A	Process postal outlet transactions
SIRRPOS002A	Handle mail received in a retail environment
SIRRPOS003A	Deliver mail in a retail environment
Sales	
SIRXSLS201	Sell products and services
SIRXSLS002A	Advise on products and services
Working in Industry	
SIRXIND102	Plan a career in the retail industry

* This unit has a prerequisite unit SIRRFSA001A Apply retail food safety practices.

SIR20312 Certificate II in Retail Fast Food

Modification History

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

Release	Comments
Release 2	Editorial updates
First Release	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

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail food outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide food product and service advice in a retail fast food outlet
- sell food products and services in a variety of retail fast food settings
- work as a register operator
- prepare and sell food items
- store, rotate and replenish stock
- check stock and replenish shelves
- organise and maintain work areas and displays
- maintain hygienic work areas.
-

Possible job titles

- food sales assistant
- customer service food assistant
- crew member

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway and is also appropriate for VET in Schools (VETiS) delivery.

Pathways into the qualification

Individuals may undertake the qualification with little or no experience in the industry.

Pathways from the qualification

After achieving SIR20312 Certificate II in Retail Fast Food, individuals may undertake:

- SIR30212 Certificate III in Retail Operations
- SIR30312 Certificate III in Retail Supervision
- SIR30412 Certificate III in Business-to-Business Sales.

Licensing/Regulatory Information

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

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ▶ persuade customers to purchase goods by communicating their

	features and benefits ▶ regularly carry out verbal instructions from other team members and supervisors ▶ read and interpret workplace documents, complete written workplace forms and share work-related information with other team members
Teamwork	▶ work collaboratively with other team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others
Problem-solving	▶ demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible ▶ solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
Initiative and enterprise	▶ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ▶ positively accept and adapt to changes in procedures or arrangements at the store level ▶ take positive action to report hazards or risk situations to supervisors
Planning and organising	▶ understand how a personal job role fits into the context of the wider business values and directions ▶ plan daily work tasks and priorities in the context of the job role to achieve outcomes within set timelines ▶ plan tasks to work safely and manage risk according to store procedures
Self-management	▶ understand and follow store policies regarding work availability, rosters and work duties ▶ work within the store culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks under instruction
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
Technology	▶ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ▶ recognise and report faulty equipment and follow workplace health and safety procedures

Packaging Rules

14 units must be completed:

- 6 core units
- 8 elective units:
 - a minimum of 5 units must be selected from the elective unit list below
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 1, 2 or 3.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRRFSA001A	Apply retail food safety practices
SIRRRPK001A	Advise on food products and services
SIRXCCS202	Interact with customers
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXIND101	Work effectively in a customer service environment
SIRXWHS101	Apply safe work practices
Elective units	
Cleaning and Maintenance	
SIRXCLM101	Organise and maintain work areas
Finance	
SIRXFIN201	Balance and secure point-of-sale terminal
Inventory	
SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock

Merchandising	
SIRRMER001A	Merchandise food products
SIRRMER003A	Prepare and display fast food items
SIRXMER202	Plan, create and maintain displays
Occupational Health and Safety	
SITXOHS002A	Follow workplace hygiene procedures
Product Knowledge	
SIRRRPK003A	Advise on fast food products
Sales	
SIRXSLS002A	Advise on products and services
SIRXSLS201	Sell products and services
Working in Industry	
SIRXIND102	Plan a career in the retail industry

SIR30112 Certificate III in Community Pharmacy

Modification History

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

Release	Comments
Release 2	Updated imported unit: BSBWOR301B Organise personal work priorities and development
First Release	SIR30112 replaces SIR30107 Certificate III in Community Pharmacy 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.

Description

This qualification reflects the role of individuals who apply pharmacy product and service knowledge along with retail skills to provide service to customers in a community pharmacy environment. Work is undertaken with some autonomy but under the supervision of a pharmacist.

The structure of this qualification recognises the diversity of business models that characterise the community pharmacy industry. It supports multi-skilling and participation in work teams as appropriate to the size and structure of the business.

Job roles

Individuals with this qualification are able to perform pharmacy assistant roles, such as:

- communicating with customers to identify needs
- accepting and delivering prescriptions to and from customers
- applying specialised product knowledge to recommend and supply pharmacy products and services to customers
- operating within the legislative framework, regulation and protocols that apply to community pharmacy
- recognising and acting on situations or requests that require referral to a pharmacist
- assisting in the dispensary

- creating and maintaining displays
- merchandising products and performing stock control.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway and is not recommended for VET in Schools delivery.

Pathways into the qualification

People may enter this qualification with limited or no vocational experience and without a lower level qualification, or they may have previously completed a Certificate II qualification.

Pathways from the qualification

After achieving this qualification, people may progress to a Certificate IV in Community Pharmacy or to Certificate IV qualifications in other service industry fields.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use communication skills to establish customer requirements, answer questions and provide information on pharmacy products and services. Communicate about highly personal and sensitive information that requires empathy, tact and confidentiality. Manage difficult, elderly, ill or drug affected customers. Be familiar with technical terms used to describe products and/or used in product and health care information.
Teamwork	Work closely with the pharmacist to assist in managing the sale of appropriate products and services to community pharmacy customers. This may include supporting other pharmacy team members to carry out

	their role as required and according to business size and structure.
Problem-solving	Solve problems within a framework of established business procedures and protocols and with reference to the pharmacist. Source information and services to meet customer needs and requests. This involves evaluating product information, for example, to distinguish between hearsay and evidence-based product information to support appropriate customer choices.
Initiative and enterprise	Use initiative in identifying the most appropriate products and services for customers and to maintain current knowledge of product range and market trends. Opportunities for initiative and enterprise occur within established business procedures and protocols and with reference to the pharmacist.
Planning and organising	Operate within the boundaries of their job role, established by legislation, guidelines and business protocols and procedures. Assist the pharmacist in managing the sale of products including scheduled medicines. This can include managing information systems, stock management and display and ensuring that procedures and protocols are implemented.
Self-management	Understand the legal context, including the boundaries of the job role and also an awareness of the special requirements for selling medicines and managing scheduled medicines. This involves a detailed understanding of the roles and responsibilities of the pharmacy assistant and how these relate to the role of the pharmacist. Take responsibility for their own time management and actively seek and respond to advice and feedback.
Learning	Maintain current knowledge about the products and services sold by their pharmacy. Access a range of sources of information and expertise to update their own knowledge and provide current information to customers.
Technology	Use computer based point-of-sale, information and database systems. Sell a range of products including kits, aids and equipment. Explain how these items operate. Assist the customer in appropriate selection depending on their need or capacity, demonstrate safe use and provide information on care and maintenance as appropriate.

Packaging Rules

To achieve a Certificate III in Community Pharmacy 26 units must be completed:

- 17 core units
- 9 elective units:
 - 5 units must be selected from Group A – Pharmacy Support

- the remaining 4 units may be selected from:
 - Group B – General Elective Units, or
 - SIR07 V3 Retail Services Training Package or another endorsed Training Package or accredited course, provided the units are first packaged at AQF level 2, 3 or 4 in the parent Training Package.

In all cases selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
HLTIN301C	Comply with infection control policies and procedures
HLTCSD306C	Respond effectively to difficult or challenging behaviour
SIRCDIS301	Accept prescriptions and return dispensed medicines to customers
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCPPK205	Assist customers seeking to relieve cough and cold symptoms
SIRCPPK206	Assist customers seeking to relieve skin and fungal conditions
SIRCPPK308	Assist customers seeking relief from gastro-intestinal conditions
SIRCPPK309	Assist customers seeking to relieve common allergic symptom reactions
SIRCPPK310	Assist customers with analgesic and anti-inflammatory products
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCLM101	Organise and maintain work areas
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXIND101	Work effectively in a customer service environment
SIRXINV001A	Perform stock control procedures
SIRXRSK201	Minimise loss
SIRXWHS101	Apply safe work practices
Elective Group A – Pharmacy Support	
SIRCHCS302	Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

SIRCHCS303	Advise on asthma management
SIRCHCS304	Advise on smoking cessation
SIRCHCS305	Advise on continence management
SIRCHCS306	Advise on complementary medicines
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements
SIRCPPK202	Assist customers seeking eye and ear products
SIRCPPK203	Assist customers seeking first aid and wound care products
SIRCPPK204	Assist customers seeking oral care products
SIRCPPK311	Assist customers seeking baby or infant care medicines and products
SIRCPPK312	Assist customers seeking sexual health medicines and products
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Elective Group B – General Elective units	
Client and Customer Service	
SIRXCCS203	Promote loyalty programs
Computer Operations and ICT Management	
SIRXICT303	Operate retail information technology systems
Dispensary	
SIRCDIS302	Deliver medicines to customers outside the pharmacy
SIRCDIS303	Assist in dispensing prescriptions
Finance	
SIRXFIN201	Balance and secure point-of-sale terminal
Health Care Support	
SIRCHCS302	Assist in managing Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS303	Advise on asthma management

SIRCHCS304	Advise on smoking cessation
SIRCHCS305	Advise on continence management
SIRCHCS306	Advise on complementary medicines
Inventory	
SIRXINV002A	Maintain and order stock
Medical Services Administration	
BSBMED301B	Interpret and apply medical terminology appropriately
Management	
SIRXMGT001A	Coordinate work teams
SIRXMGT002A	Maintain employee relations
Marketing and Promotion	
SIRXMPR002A	Provide marketing and promotion program support
Merchandising	
SIRXMER201	Merchandise products
SIRXMER202	Plan, create and maintain displays
Pharmacy Product Knowledge	
SIRCPPK201	Assist customers seeking commonly requested vitamins, minerals and supplements
SIRCPPK202	Assist customers seeking eye and ear products
SIRCPPK203	Assist customers seeking first aid and wound care products
SIRCPPK204	Assist customers seeking oral care products
SIRCPPK311	Assist customers seeking baby or infant care medicines and products
SIRCPPK312	Assist customers seeking sexual health related medicines and products
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Skin Services	

SIBBSKS201A	Pierce ears
Sales	
SIRXSLS201	Sell products and services
Sustainability	
BSBSUS201A	Participate in environmentally sustainable work practices
Training and Education	
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction
Workplace Effectiveness	
BSBWOR301B	Organise personal work priorities and development

SIR30212 Certificate III in Retail Operations

Modification History

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

Release	Comments
Release 2	Editorial updates.
First Release	SIR30212 replaces, and is equivalent to SIR30207 as the intent of the qualification remains unchanged. The total number of units required complete this qualification has increased from 10 to 14 units The number of core units has increased from 3 to 6 units. The number of elective units has increased from 7 to 8 units.

Description

This qualification provides the skills and knowledge for an individual to be competent in retail operations.

Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide in-depth product and service advice in a retail environment
- sell products and services in a variety of retail settings
- service the point-of-sale area
- organise and maintain work areas and displays
- carry out specific responsibilities, such as merchandising.

Possible job titles

- sales assistant
- senior sales assistant
- customer service assistant

- point-of-sale operator

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway and is also appropriate for VET in Schools (VETiS) delivery.

Pathways from the qualification

After achieving SIR30212 Certificate III in Retail Operations, individuals may undertake:

- 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.

Licensing/Regulatory Information

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

Entry Requirements

To undertake this qualification, individuals will have previous retail experience in roles, such as:

- applying point-of-sale handling procedures
- interacting with customers
- operating retail technology
- performing stock control procedures
- applying safe work practices
- communicating in the workplace
- minimising theft.

Examples of evidence of retail experience may include:

- job descriptions and references from current or past employers
- an entry interview to determine retail operational experience.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail

industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ▶ persuade customers to purchase goods by communicating their features and benefits ▶ regularly give verbal instructions and carry out verbal instructions from other team members and supervisors ▶ read and interpret simple workplace documents ▶ complete written workplace forms and share work-related information with other team members
Teamwork	▶ participate in retail store teams, working independently to complete own tasks and also supporting other team members where appropriate ▶ lead small retail teams where required in the context of the job role, mentoring and supporting other team members
Problem-solving	▶ demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible ▶ solve a range of operational retail store problems individually or in the context of a team structure where, after clarification, existing policies and infrastructure may be applied to source information and resources and develop practical and sustainable solutions
Initiative and enterprise	▶ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ▶ translate ideas into action by positively accepting and adapting to changes in procedures or arrangements at the store level
Planning and organising	▶ establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current store situation ▶ coordinate resources to ensure that work is carried out according to timelines and priorities ▶ coordinate and implement changes arising from continuous improvement processes
Self-management	▶ understand how a personal job role fits into the context of the wider business values and directions

	▶ work within the store culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks ▶ maintain own knowledge of the job role ▶ review own performance and actively seek and act on advice and guidance
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ seek opportunities for formal education in the context of a current role or future retail job opportunities ▶ accept opportunities to learn new ways of doing things and share knowledge and skills with other store team members
Technology	▶ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ▶ recognise and report faulty equipment and follow workplace health and safety procedures

Packaging Rules

14 units must be completed:

- 6 core units
- 8 elective units:
 - a minimum of 5 units must be selected from the elective unit list below
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 2, 3 or 4.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXCOM101	Communicate in the workplace to support team and customer outcomes
SIRXIND101	Work effectively in a customer service environment

SIRXSLS201	Sell products and services
SIRXSLS303	Build relationships with customers
SIRXWHS101	Apply safe work practices
SIRXWHS302	Maintain store safety
Elective units	
Administration	
SIRXADM002A	Coordinate retail office
Cleaning and Maintenance	
SIRXCLM101	Organise and maintain work areas
Client and Customer Service	
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCCS203	Promote loyalty programs
SIRXCCS304	Coordinate interaction with customers
Communication	
SIRXCOM202	Communicate with customers using technologies
Computer Operations and ICT Management	
SIRXICT001A	Operate retail technology
SIRXICT303	Operate retail information technology systems
Finance	
SIRXFIN003A	Produce financial reports
SIRXFIN201	Balance and secure point-of-sale terminal
Food Safety	
SIRRFSA302	Monitor food safety program
Inventory	

SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
Management and Leadership	
SIRXMGT001A	Coordinate work teams
SIRXMGT002A	Maintain employee relations
Marketing and Public Relations	
SIRXMPR001A	Profile a retail market
Merchandising	
SIRXMER202	Plan, create and maintain displays
SIRXMER303	Coordinate merchandise presentation
SIRXMER304	Present products
Product Knowledge	
SIRRRPK006A	Recommend liquor products
SIRRRPK007A	Recommend and fit clothing or footwear products and services
SIRRRPK008A	Recommend jewellery products and services
SIRRRPK009A	Recommend toddler and baby products
SIRRRPK010A	Recommend home and home improvement products and services
SIRRRPK011A	Recommend books or newsagency services
SIRRRPK012A	Recommend business and leisure products and services
SIRRRPK013A	Hire and sell video and DVD products and services
SIRRRPK214	Recommend specialised products and services
SIRXRPK001A	Recommend health and nutritional products and services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Quality and Innovation	

SIRXQUA001A	Develop innovative ideas at work
Retail Food	
SITHFAB009A	Provide responsible service of alcohol
Retail Post	
SIRRPOS004A	Handle customer interviews and applications
Risk Management and Security	
SIRXRSK201	Minimise loss
Sales	
SIRWSLS301	Build sales relationships
SIRWSLS302	Process product and service data
SIRWSLS303	Analyse and achieve sales targets
SIRWSLS304	Build sales of branded products
SIRXSLS002A	Advise on products and services
SIRXSLS304	Coordinate sales performance

SIR30312 Certificate III in Retail Supervision

Modification History

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

Release	Comments
Release 2	Editorial updates
First Release	SIR30312 is a new qualification and has been developed to reflect the role of a retail supervisor. The total number of units required complete this qualification is 12 units. The number of core units - 6 The number of elective units - 6

Description

This qualification provides the skills and knowledge for an individual to be competent in retail supervision with the need to apply discretion and judgement. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals will have some responsibility for others and provide or hold specific coordination or support responsibilities within a store team.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide in-depth product and service advice in a retail environment
- sell products and services in a variety of retail settings
- supervise a point-of-sale area
- lead a team preparing and selling items
- lead a team within a large store or supermarket
- act as an assistant to a manager of a small to medium sized store
- organise and maintain work areas and displays
- carry out specific responsibilities, such as merchandising.

Possible job titles

- senior sales assistant
- crew leader

- shift manager
- team leader
- store supervisorpoint-of-sale supervisor
- merchandise coordinator

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway but is **not appropriate** for VET in Schools (VETiS) delivery.

Pathways from the qualification

After achieving SIR30312 Certificate III in Retail Supervision, individuals may undertake:

- SIR30412 Certificate III in Business-to-Business Sales
- SIR40212 Certificate IV in Retail Management
- SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

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

Entry Requirements

To undertake this qualification, individuals will have previous retail experience in roles such as:

- providing customer service
- providing product service advice
- point-of-sale function
- organising work areas and displays
- merchandising products
- organising and performing stock control procedures
- applying safe work practices

Examples of evidence of retail experience may include:

- job descriptions and references from current or past employers
- an entry interview to determine retail operational experience.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ▶ persuade customers to purchase goods by communicating their features and benefits ▶ regularly give verbal instructions and carry out verbal instructions from other team members and supervisors ▶ read and interpret simple workplace documents ▶ complete written workplace forms and share work-related information with other team members
Teamwork	▶ participate in retail store teams, working independently to complete own tasks and also support other team members where appropriate ▶ lead small retail teams where required in the context of the job role, mentoring and supporting other team members
Problem-solving	▶ demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible ▶ solve a range of operational retail store problems individually or in the context of a team structure where, after clarification, existing policies and infrastructure may be applied to source information and resources and develop practical and sustainable solutions
Initiative and enterprise	▶ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ▶ translate ideas into action by positively accepting and adapting to changes in procedures or arrangements at the store level
Planning and organising	▶ establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current store situation ▶ coordinate resources to ensure that work is carried out according to timelines and priorities ▶ coordinate and implement changes arising from continuous improvement processes
Self-management	▶ understand how a personal job role fits into the context of the wider

	business values and directions ▶ work within the store culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks ▶ maintain own knowledge of the job role ▶ review own performance and actively seek and act on advice and guidance
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ seek opportunities for formal education in the context of a current role or future retail job opportunities ▶ accept opportunities to learn new ways of doing things and share knowledge and skills with other store team members
Technology	▶ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ▶ recognise and report faulty equipment and follow workplace health and safety procedures

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units:
 - a minimum of 3 units must be selected from the elective unit list below
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 2, 3 or 4.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXCCS304	Coordinate interaction with customers
SIRXMGT001A	Coordinate work teams

SIRXMGT002A	Maintain employee relations
SIRXRSK002A	Maintain store security
SIRXSLS304	Coordinate sales performance
SIRXWHS302	Maintain store safety
Elective units	
Administration	
SIRXADM002A	Coordinate retail office
Client and Customer Service	
SIRXCCS203	Promote loyalty programs
Communication	
SIRXCOM202	Communicate with customers using technologies
Computer Operations and ICT Management	
SIRXICT303	Operate retail information technology systems
Finance	
SIRXFIN201	Balance and secure point-of-sale terminal
SIRXFIN003A	Produce financial reports
Food Safety	
SIRRFSA302	Monitor food safety program
Inventory	
SIRXINV002A	Maintain and order stock
Marketing and Public Relations	
SIRXMPR001A	Profile a retail market
Merchandising	
SIRXMER202	Plan, create and maintain displays
SIRXMER303	Coordinate merchandise presentation

SIRXMER304	Present products
Product Knowledge	
SIRRRPK006A	Recommend liquor products
SIRRRPK007A	Recommend and fit clothing or footwear products and services
SIRRRPK008A	Recommend jewellery products and services
SIRRRPK009A	Recommend toddler and baby products
SIRRRPK010A	Recommend home and home improvement products and services
SIRRRPK011A	Recommend books or newsagency services
SIRRRPK012A	Recommend business and leisure products and services
SIRRRPK013A	Hire and sell video and DVD products and services
SIRRRPK214	Recommend specialised products and services
SIRXRPK001A	Recommend health and nutritional products and services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
Quality and Innovation	
SIRXQUA001A	Develop innovative ideas at work
Retail Food	
SITHFAB009A	Provide responsible service of alcohol
Retail Post	
SIRRPOS004A	Handle customer interviews and applications
Sales	
SIRWSLS301	Build sales relationships
SIRWSLS302	Process product and service data
SIRWSLS303	Analyse and achieve sales targets
SIRWSLS304	Build sales of branded products
SIRXSLS201	Sell products and services

SIRXSLS303	Build relationships with customers
Training and Education	
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction
Working in Industry	
BSBINN201A	Contribute to workplace innovation

SIR30412 Certificate III in Business to Business Sales

Modification History

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

Release	Comments
Release 2	Updated imported units: • BSBCCO301B Use multiple information systems • BSBCCO304C Provide sales solutions to customers
First Release	SIR40212 is a new qualification and has been developed to reflect the roles within the business to business environment. The total number of units required complete this qualification is 10 units. The number of core units - 5 The number of elective units - 6

Description

This qualification provides the skills and knowledge for an individual to be competent in the selling of products to other businesses and the building of strong business-to-business relationships. The qualification covers the need to operate effectively and manage sales within a territory. Customer relationship management and effective coordination of the provision of service to the customer are essential for success. The demonstration of communication and administration skills to deliver efficient service is required.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide face-to-face and telephone product and service advice in a wholesale or business-to-business sales setting
- work as an inside salesperson in a variety of business-to-business settings
- work as a sales representative calling on established customers and cold calling to build new business
- use computers as part of business and e-commerce processes
- process purchases.

Possible job titles

- business-to-business sales officer
- sales representative
- customer service officer
- customer sales executive
- sales counter assistant
- telephone salesperson

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway but **not appropriate** for VET in Schools (VETiS) delivery.

Pathways from the qualification

After achieving SIR30412 Certificate III in Business-to-Business Sales, individuals may undertake:

- SIR40212 Certificate IV in Retail Management
- SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

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

Entry Requirements

To undertake this qualification, individuals will have retail operational or business-business experience in roles such as:

- providing face-to-face and telephone product and service advice
- selling products and services in variety of business settings
- using computers as part of business and e-commerce processes
- processing purchases
- performing stock control procedures
- picking and processing orders.

Examples of evidence of business-to-business sales experience may include:

- job descriptions and references from current or past employers
- an entry interview to determine retail operational experience.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive sales experience that reflects business values ▶ persuade customers to purchase goods by communicating their features and benefits ▶ regularly give verbal instructions and carry out verbal instructions from other team members and supervisors ▶ read and interpret simple workplace documents ▶ complete written workplace forms and share work-related information with other team members
Teamwork	▶ participate in business-to-business operation teams, working independently to complete own tasks and also supporting other team members where appropriate ▶ lead small teams where required in the context of the job role, mentoring and supporting other team members
Problem-solving	▶ demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible ▶ solve a range of operational problems individually or in the context of a team structure where, after clarification, existing policies and infrastructure may be applied to source information and resources and develop practical and sustainable solutions
Initiative and enterprise	▶ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ▶ translate ideas into action by positively accepting and adapting to changes in operational procedures or arrangements
Planning and organising	▶ establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current business situation ▶ coordinate resources to ensure that work is carried out according to timelines and priorities ▶ coordinate and implement changes arising from continuous improvement processes

Self-management	▶ understand how a personal job role fits into the context of the wider business values and directions ▶ work within the business culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time ▶ prioritise and complete delegated tasks ▶ maintain own knowledge of the job role, review own performance and actively seek and act on advice and guidance
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ seek opportunities for formal education in the context of a current role or future business-to-business job opportunities ▶ accept opportunities to learn new ways of doing things and share knowledge and skills with other business team members
Technology	▶ select and use computers and a range of other technology applications according to available equipment and business procedures ▶ recognise and report faulty equipment and follow workplace health and safety procedures

Packaging Rules

10 units must be completed:

- 5 core units
- 5 elective units:
 - a minimum of 3 units must be selected from the elective unit list below
 - a maximum of 2 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 2, 3 or 4.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRWSLS305	Optimise customer and territory coverage

SIRXCCS305	Maintain business-to-business relationships
SIRXIND101	Work effectively in a customer service environment
SIRXSLS303	Build relationships with customers
SIRXWHS101	Apply safe work practices
Elective units	
Client and Customer Service	
SIRXCCS304	Coordinate interaction with customers
Communication	
SIRXCOM202	Communicate with customers using technologies
Computer Operations and ICT Management	
BSBCCO301B	Use multiple information systems
BSBCCO304C	Provide sales solutions to customers
Finance	
SIRWFIN001A	Complete debtor processes
SIRWFIN002A	Manage debtor processes
Inventory	
SIRWINV301	Administer supply to a business
SIRWINV302	Monitor inventory capacity to meet demand
Management and Leadership	
SIRXMGT001A	Coordinate work teams
SIRXMGT002A	Maintain employee relations
Marketing and Public Relations	
SIRXMPR001A	Profile a retail market
SIRXMPR008A	Implement advertising and promotional activities
Merchandising	

SIRXMER303	Coordinate merchandise presentation
Risk Management and Security	
SIRXRSK002A	Maintain store security
SIRXRSK003A	Apply store security systems and procedures
Sales	
SIRWSLS301	Build sales relationships
SIRWSLS302	Process product and service data
SIRWSLS303	Analyse and achieve sales targets
SIRWSLS304	Build sales of branded products
SIRXSLS201	Sell products and services
SIRXSLS304	Coordinate sales performance
Training and Education	
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction
Work Health and Safety	
SIRXWHS302	Maintain store safety

SIR40112 Certificate IV in Community Pharmacy

Modification History

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

Release	Comments
Release 3	- Editorial updates - Added SIRCDIS301 Accept prescriptions and return dispensed medicines to customers to Electives
Release 2	Updated imported units: - BSBCUS401B Coordinate implementation of customer service strategies - HLTCOM408D Use specific health terminology to communicate effectively - HLTSL408D Perform home based assessments for sleep studies
First Release	SIR40112 replaces SIR40107 as the intent of the qualification remains unchanged. The total number of units required to complete this qualification has decreased from 33 to 14. The number of core units has decreased from 22 to 4. The number of elective units has decreased from 11 to 10.

Description

This qualification reflects the role of individuals who apply knowledge and skills to provide leadership in the pharmacy team; working relatively autonomously under the broad supervision of the pharmacist. They may also coordinate and supervise others in the workplace. The role involves the use of a broad knowledge base incorporating some theoretical concepts and requires the identification, analysis and evaluation of information from a variety of sources.

The flexible structure of the qualification recognises the diversity of business models that characterise the community pharmacy industry. It supports multi-skilling and leading or participating in work teams as appropriate to the size and structure of the business.

Job roles

Individuals with this qualification are able to perform roles, such as:

- maintaining store safety and security

- coordinating sales and customer service
- leading a team
- supervising front-of-pharmacy staff
- coordinating merchandise and pharmacy presentation
- coordinating pharmacy health promotions
- providing specialised pharmacy product advice
- providing health care support services
- assisting a pharmacist in dispensary operations and administration
- coordinating stock control requirements for the pharmacy
- coordinating the administration of the pharmacy quality program.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Preferred Pathway

The preferred pathway for candidates entering this qualifications is the:

- SIR30112 Certificate III in Community Pharmacy.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Entry Requirements

In the absence of this qualification, the following entry requirements apply.

The candidate must demonstrate employment experience in a community pharmacy setting, demonstrating the following skills:

- communicating with customers to identify needs
- accepting and delivering prescriptions to and from customers
- applying current specialised product knowledge to recommend and supply pharmacy products and services to customers
- operating within the legislative framework, regulation and protocols that apply to community pharmacy
- recognising and acting on situations or requests that require referral to a pharmacist
- creating and maintaining displays
- merchandising products and performing stock control.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Apply communication skills to provide instruction and feedback, mentor others in the workplace and co-ordinate customer service. Interact with customers who may be elderly, ill or drug affected, often about highly personal and sensitive matters requiring empathy, tact and confidentiality. Be familiar with technical terms used to describe products and/or used in product and health care information.
Teamwork	Effectively participate in community pharmacy teams, working closely with the pharmacist and other members of the staff team (according to business size). Lead front of pharmacy teams where required in the context of the job role. Mentor workplace procedures and protocols to others, provide leadership and support team members to carry out their role.
Problem-solving	Demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible. Solve problems within a framework of established business procedures and protocols and with reference to the pharmacist. Respond to staffing and resource issues, investigate and resolve stock discrepancies and respond to customer requests.
Initiative and enterprise	Use initiative in identifying the most appropriate products and services for customers and maintain current knowledge of product range and market trends. Opportunities for initiative and enterprise occur within established business procedures and protocols and with reference to the pharmacist. Those responsible for marketing and merchandising develop and coordinate promotional strategies for community pharmacy products.
Planning and organising	Support the pharmacist in planning and providing a safe and secure work environment and overseeing implementation of work procedures and protocols consistent with legislative, business and customer requirements. Identify and source required resources to support management of sales and customer service. Schedule work activities, co-ordinate inputs of specialist service providers and ensure that the required resources are available for the staff team to deliver business outcomes.
Self-management	Understand how a personal job role fits into the context of the wider business values and directions. Manage own time and oversee or establish schedules and routines for others in consultation with the pharmacist and/or other staff. Understand the legal context, including the boundaries of the job role and also an awareness of the special requirements for selling medicines and managing scheduled medicines. This involves a

	detailed understanding of the roles and responsibilities of the pharmacy assistant and how these relate to the role of the pharmacist.
Learning	Identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best at work. Maintain current knowledge of market trends and products and services that could be sold by the pharmacy. Access a range of sources of information and expertise to update personal knowledge and provide current information to customers. Make current product knowledge available to other team members.
Technology	Update and maintain computer-based information and database systems. Sell a range of health care products including kits, aids and equipment. Understand how these items operate, to assist the customer in appropriate selection depending on their need/capacity, demonstrate safe use and provide information on care and maintenance as appropriate.

Packaging Rules

14 units must be completed:

- 4 core units
- 10 elective units:
 - all 4 units from one of the following elective groups:
 - Group A – Front of Pharmacy Supervision
 - Group B – Health Care Support
 - Group C – Community Pharmacy Dispensary
 - Group D – Stock Control.
 - the remaining 6 units:
 - 3 must be selected from Group E - General Elective Units
 - a maximum of 3 units may be selected from SIR07 V3 Retail Services Training Package or another endorsed Training Package or accredited course, provided the units are first packaged at AQF level 4 or 5 in the parent Training Package.

In all cases selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
HLTCSD306C	Respond effectively to difficult or challenging behaviour
SIRCHCS302	Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

SIRXWHS302	Maintain store safety
SIRXMGT003A	Lead and manage people
Elective Group A – Front of Pharmacy Supervision	
SIRCMER401	Market and promote a pharmacy products and services area
SIRXCCS304	Coordinate interaction with customers
SIRXMGT001A	Coordinate work teams
SIRXSLS304	Coordinate sales performance
Elective Group B – Health Care Support	
SIRCHCS407	Test blood pressure and advise on self-monitoring
SIRCHCS408	Test blood glucose and advise on equipment and services for diabetes management
SIRCHCS409	Advise on diet, nutrition and weight-management products and services
SIRCHCS415	Coordinate pharmacy health promotions and home medicine reviews
Elective Group C – Community Pharmacy Dispensary	
SIRCDIS303	Assist in dispensing prescriptions
SIRCDIS404	Assist in dispensary stock control
SIRCDIS405	Assist in dispensary administration
SIRCDIS406	Assist in preparing dose administration aids
Elective Group D – Stock Control	
SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
SIRXINV003A	Plan inventory levels
SIRXINV005A	Control inventory
Elective Group E – General Elective units	
Client and Customer Service	

BSBCUS401A	Coordinate implementation of customer service strategies
SIRXCCS304	Coordinate interaction with customers
SIRXCCS406	Provide customer service for high value and complex sales
SIRXCCS408	Build retail relationships and sustain customer loyalty
Communication and Teamwork	
HLTCOM408C	Use specific health terminology to communicate effectively
BSBRES401A	Analyse and present research information
Dispensary	
SIRCDIS301	Accept prescriptions and return dispensed medicines to customers
SIRCDIS303	Assist in dispensing prescriptions
SIRCDIS404	Assist in dispensary stock control
SIRCDIS405	Assist in dispensary administration
SIRCDIS406	Assist in preparing dose administration aids
SIRCDIS407	Assist in preparing extemporaneous prescriptions
SIRCDIS408	Coordinate service to patients in residential care settings
Finance	
BSBFIA302A	Process payroll
SIRXFIN003A	Produce financial results
Health Care Support	
HLTHIR403C	Work effectively with culturally diverse clients and co-workers
HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people
HLTSL408C	Perform home based assessments for sleep studies
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCHCS303	Advise on asthma management
SIRCHCS304	Advise on smoking cessation

SIRCHCS305	Advise on continence management
SIRCHCS306	Advise on complementary medicines
SIRCHCS407	Test blood pressure and advise on self-monitoring
SIRCHCS408	Test blood glucose and advise on equipment and services for diabetes management
SIRCHCS409	Advise on diet, nutrition and weight-management products and services
SIRCHCS410	Advise on pregnancy and maternal health products and services
SIRCHCS411	Advise on wound care products and self-care
SIRCHCS412	Provide Australian Needle and Syringe Program services
SIRCHCS413	Supply and hire aids and equipment to support home health care
SIRCHCS414	Support the management of obstructive sleep apnoea
SIRCHCS415	Coordinate pharmacy health promotions and home medicine reviews
Human Resources	
SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel
Infection Control	
HLTIN301C	Comply with infection control policies and procedures
HLTIN402C	Maintain infection control standards in office practice settings
Inventory	
SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
SIRXINV003A	Plan inventory levels
SIRXINV005A	Control inventory
Merchandising	
SIRCMER401	Market and promote a pharmacy products and services area

SIRXMER405	Manage store presentation and pricing
Management and Leadership	
BSBMGT403A	Implement continuous improvement
BSBMGT405A	Provide personal leadership
SIRXMGT002	Maintain employee relations
Quality and Innovation	
SIRCQUA401	Coordinate a pharmacy quality system
Risk Management and Security	
SIRXRSK002A	Maintain store security
Sales	
SIRXSLS303	Build relationships with customers
SIRXSLS304	Coordinate sales performance
Sustainability	
BSBSUS301A	Implement and monitor environmentally sustainable work practices
Training and Education	
TAEASS301B	Contribute to assessment
TAEDEL404A	Mentor in the workplace

SIR40212 Certificate IV in Retail Management

Modification History

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

Release	Comments
Release 2	Updated imported unit: BSBCUS401B Coordinate implementation of customer service strategies
First Release	SIR40212 replaces, and is equivalent to SIR40207 as the intent of the qualification remains unchanged. The total number of units required complete this qualification remains at 10 units. The number of core units remains at 3. The number of elective units remains at 7.

Description

This qualification provides the skills and knowledge for an individual to be competent in frontline management skills of those working in a retail or business-to-business environment. It applies to those who are managing a small retail outlet, a section or department within a larger retail store, a small business-to-business outlet, or a section or department within a larger business or franchise.

Job roles

Individuals with this qualification are able to perform roles, such as:

- manage a small to medium sized retail store group or franchise outlet
- manage an independent retail store
- manage a business-to-business outlet
- departmental or section management in a retail or business-to-business enterprise
- functional management roles, such as merchandise management
- manage an inside or outside sales team in a business-to-business company.

Possible job titles

- department manager
- merchandise manager

- customer service manager
- shift manager
- small business retail owner

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway but is **not appropriate** for VET in Schools (VETiS) delivery.

Pathways from the qualification

After achieving SIR40212 Certificate IV in Retail Management, individuals may undertake:

- SIR50112 Diploma of Retail Management
- SIR80112 Vocational Graduate Certificate in Retail Leadership.

Licensing/Regulatory Information

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

Entry Requirements

To undertake this qualification, individuals will have previous retail supervisory experience in roles such as:

- customer service
- supervising work teams and employee relations
- sales performance
- store safety and security.

Examples of evidence of retail management experience may include:

- job descriptions and references from current or past employers
- an entry interview to determine retail management experience.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the

business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ negotiate effectively with team members and other managers on business values, directions and day-to-day operational matters ▶ read, analyse and communicate workplace information to team members and other managers ▶ write reports and complete business documentation in the context of the job role
Teamwork	▶ lead a retail or business-to-business team, mentoring and supporting team members in the context of a retail supervision or management role ▶ participate in wider retail business supervisory/management teams, working independently to complete own tasks and also supporting other team members where appropriate
Problem-solving	▶ implement customer service strategies anticipating problems and acting to mitigate where possible ▶ solve a range of operational retail or business-to-business operational business problems, individually or in the context of a wider team management structure ▶ clarify issues and apply existing policies and infrastructure to source information and resources and develop practical and sustainable solutions
Initiative and enterprise	▶ create an operational business team customer service and continuous improvement environment across all performance areas ▶ provide positive feedback, encourage team to do things better and be personally receptive to team members' ideas ▶ translate ideas into action by positively accepting and initiating changes in procedures or arrangements at the business level
Planning and organising	▶ establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current business situation ▶ coordinate resources to ensure that work is carried out according to timelines and priorities ▶ coordinate and implement changes arising from continuous improvement processes
Self-management	▶ understand how own job role fits into the context of the wider business values and directions ▶ work in the retail or business-to-business culture by practising inclusive behaviour ▶ manage personal presentation, hygiene and time

	▶ prioritise and complete delegated tasks ▶ maintain own knowledge of the job role, review own performance and actively seek and act on advice and guidance
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ seek opportunities for formal education in the context of a current role or future retail job opportunities ▶ accept opportunities to learn new ways of doing things and share knowledge and skills with other business managers and team members
Technology	▶ adapt to new business-related technology skill requirements and select and use retail or other information and communications technology where relevant, to support business operations and planning in the context of key business performance objectives and personal job role

Packaging Rules

10 units must be completed:

- 3 core units
- 7 elective units:
 - a minimum of 4 units must be selected from the elective unit list below
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 3, 4 or 5.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXMER405	Manage store presentation and pricing
SIRXMGT003A	Lead and manage people
SIRXWHS403	Provide a safe work environment
Elective units	

Client and Customer Service	
BSBCUS401B	Coordinate implementation of customer service strategies
SIRXCCS406	Provide customer service for high value and complex sales
SIRXCCS407	Develop business-to-business relationships
SIRXCCS408	Build retail relationships and sustain customer loyalty
Cleaning and Maintenance	
SIRXCLM402	Manage store facilities
Communication	
BSBRES401A	Analyse and present research information
Computer Operations and ICT Management	
SIRXICT404	Adopt mobile commerce applications to improve sales and service
E-business	
SIRXEBS001A	Acquire and retain online customers
SIRXEBS002A	Manage retail brands online
SIRXEBS003A	Manage and promote business to business e-commerce solutions
SIRXEBS004A	Select an e-business model
Finance	
BSBFIA402A	Report on financial activity
BSBSMB402A	Plan small business finances
BSBSMB406A	Manage small business finances
SIRXFIN004A	Manage financial resources
Food Safety	
SIRRFSA302	Monitor food safety program
Governance and Legal Compliance	

BSBSMB401A	Establish legal and risk management requirements of small business
SIRXGLC401	Monitor compliance with the legislative requirements for establishing a retail business
Human Resource Management	
SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel
Inventory	
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts
BSBPUR403B	Conduct international purchasing
SIRXINV003A	Plan inventory levels
SIRXINV005A	Control inventory
SIRXINV404	Manage retail merchandise
SIRXINV407	Manage suppliers
Marketing and Public Relations	
BSBMKG507A	Interpret market trends and development
BSBREL402A	Build client relationships and business networks
SIRXMPR001A	Profile a retail market
SIRXMPR004A	Market products
SIRXMPR005A	Seize a business opportunity
Merchandising	
SIRRMER405	Produce visual merchandising signs
SIRRMER406	Design, construct and maintain props
SIRRMER407	Design merchandisers
SIRXMER303	Coordinate merchandise presentation

SIRXMER304	Present products
SIRXMER406	Monitor in-store visual merchandising displays
SIRXMER407	Plan and build visual presentations for a range of merchandise categories
Product Management	
SIRXPRO002A	Implement product recalls
SIRXPRO401	Maximise sales of branded products and services
Quality and Innovation	
SIRXQUA002A	Lead a team to foster innovation
SIRXQUA003A	Create an innovative work environment
SIRXQUA004A	Set up systems that support innovation
SIRXQUA005A	Maintain operational quality and productivity
Risk Management and Security	
SIRXRSK404	Control store security
Sales	
SIRXSLS007A	Train sales representatives team members
SIRXSLS405	Coordinate a retail operation during economic downturns
SIRXSLS406	Manage sales and service delivery
SIRXSLS410	Lead a sales representatives team
Training and Education	
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

SIR50112 Diploma of Retail Management

Modification History

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

Release	Comments
Release 3	Added BSBLED401A Develop teams and individuals to Electives.
Release 2	Editorial updates
First Release	SIR50112 replaces, and is equivalent to SIR50107 as the intent of the qualification remains unchanged. The total number of units required complete this qualification remains at 9 units. The number of core units remains at 2. The number of elective units remains at 7.

Description

This qualification provides the skills and knowledge required by those who hold or wish to hold higher management positions. It applies to those who are providing support to senior management in a larger retail or wholesale outlet or who are responsible for managing a retail store or wholesale outlet.

Job roles

Individuals with this qualification are able to perform roles, such as:

- manage a large retail or business-to-business enterprise
- manage a small to medium sized retail group store or franchise outlet
- manage an independent retail store
- manage a business-to-business outlet.

Possible job titles

- store manager
- merchandise manager
- buyer
- sales manager
- area/regional manger

Pathways Information

This qualification is **not appropriate** for VET in Schools (VETiS) delivery.

Pathways from the qualification

After achieving SIR50112 Diploma of Retail Management, individuals may undertake:

- SIR80112 Vocational Graduate Certificate in Retail Leadership.

Licensing/Regulatory Information

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

Entry Requirements

To undertake this qualification, individuals would be required to have retail management experience in roles, such as:

- managing store presentation and pricing
- leading and managing people
- providing a safe working environment.

Examples of evidence of retail management experience may include:

- job descriptions and references from current or past employers
- an entry interview to determine retail supervision experience.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	► negotiate effectively with business suppliers, team members and other managers on business requirements, values, directions and

	day-to-day operational matters ▶ research, read, analyse and communicate workplace information to team members and other managers ▶ write reports and complete business documentation in the context of the job role
Teamwork	▶ lead a retail or wholesale business team, mentoring and supporting team members in the context of a store or business management role ▶ participate in wider retail or wholesale business supervisory or management teams and networks, working independently to complete own tasks and also supporting other managers and team members where appropriate
Problem-solving	▶ apply strategic thinking to solve a range of operational retail or wholesale business problems, individually or in the context of a wider team management structure ▶ evaluate ideas in the context of practical business application and anticipate the implications and consequences of decisions ▶ review results and provide feedback to relevant team members and external customers
Initiative and enterprise	▶ create an operational business team customer service and continuous improvement environment across all performance areas ▶ provide positive feedback, encourage team to do things better and be personally receptive to team members' innovative ideas ▶ translate ideas into action by creating a framework for practical implementation and review
Planning and organising	▶ establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current business situation ▶ coordinate resources to ensure that work is carried out according to timelines and priorities
Self-management	▶ understand how own job role fits into the context of the wider business values and directions ▶ work within a retail or wholesale business culture by practising customer-focused and inclusive behaviour ▶ manage personal presentation and time ▶ prioritise, delegate and complete tasks ▶ maintain own knowledge of the job role, review own performance, actively seek and build effective professional networks and act on advice and guidance
Learning	▶ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ▶ seek opportunities for formal education in the context of a current role or future retail job opportunities ▶ accept opportunities to learn new ways of doing things and share knowledge and skills with other managers and team members

Technology	▶ adapt to new business-related technology skill requirements and select and use retail or other information and communications technology where relevant to support business operations and planning in the context of key business performance objectives and personal job role

Packaging Rules

9 units must be completed:

- 2 core units
- 7 elective units:
 - a minimum of 4 units must be selected from the elective unit list below, 3 of which must be coded SIR
 - a maximum of 3 units may be selected from any relevant Training Package or accredited course first packaged at AQF level 4, 5 or 6.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
SIRXFIN005A	Manage operations to budget
SIRXSLS009A	Manage sales teams
Elective units	
Cleaning and Maintenance	
SIRXCLM402	Manage store facilities
Client and Customer Service	
SIRXCCS509	Manage business customers
Communication	
BSBADM502B	Manage meetings

Computer Operations and ICT Management	
SIRXICT404	Adopt mobile commerce applications to improve sales and service
E-business	
SIRXEBS001A	Acquire and retain online customers
SIRXEBS002A	Manage retail brands online
SIRXEBS004A	Select an e-business model
Finance	
BSBFIM501A	Manage budgets and financial plans
SIRXFIN004A	Manage financial resources
SIRXFIN006A	Manage prices
Franchising	
BSBFRA501B	Establish a franchise operation
BSBFRA502B	Manage a franchise operation
BSBFRA503B	Manage establishment of new sites or regions
BSBFRA504B	Manage relationships with franchisees
BSBFRA505B	Manage closure of a franchise
Governance and Legal Compliance	
SIRXGLC502	Establish business legal and legislative requirements
Human Resource Management	
BSBHRM502A	Manage human resources management information systems
BSBHRM504A	Manage workforce planning
BSBHRM506A	Manage recruitment selection and induction processes
BSBLED401A	Develop teams and individuals
BSBLED501A	Develop a workplace learning environment
BSBWRK509A	Manage industrial relations

SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel
Inventory	
SIRXINV005A	Control inventory
SIRXINV006A	Develop purchasing strategies
SIRXINV404	Manage retail merchandise
SIRXINV407	Manage suppliers
Management and Leadership	
BSBINM501A	Manage an information or knowledge management system
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT516C	Facilitate continuous improvement
BSBSUS501A	Develop workplace policy and procedures for sustainability
SIRXMGT004A	Analyse and communicate information
SIRXMGT005A	Set strategic plans
SIRXMGT006A	Initiate and implement change
SIRXMGT507	Manage staff through change
SIRXMGT508	Plan and prepare for business sustainability
SIRXMGT509	Manage diversity within the business
Marketing and Public Relations	
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG514A	Implement and monitor marketing activities
BSBMKG608A	Develop organisational marketing objectives
SIRXMPR006A	Manage promotional activities

SIRXMPR007A	Devise a strategic marketing plan
Merchandising	
SIRXMER405	Manage store presentation and pricing
Product Management	
SIRXPRO003A	Review product or service performance
SIRXPRO005A	Manage distribution processes
SIRXPRO006A	Forecast product performance
SIRXPRO007A	Improve supply and distribution chains
SIRXPRO504	Maximise product sales and market share
Quality and Innovation	
SIRXQUA002A	Lead a team to foster innovation
SIRXQUA003A	Create an innovative work environment
SIRXQUA004A	Set up systems that support innovation
SIRXQUA006A	Benchmark and continuously improve operational quality
Risk Management and Security	
SIRXRSK404	Control store security
Sales	
SIRXSLS008A	Develop a sales strategy
SIRXSLS406	Manage sales and service delivery
Work Health and Safety	
BSBOHS501B	Participate in the coordination and maintenance of a systematic approach to managing OHS
BSBOHS502B	Participate in the management of the OHS information and data systems
BSBOHS503B	Assist in the design and development of OHS participative arrangements
Working in Industry	

BSBWOR501B	Manage personal work priorities and professional development

SIR50212 Diploma of Visual Merchandising

Modification History

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

Release	Comments
Release 2	Editorial updates
First Release	SIR50212 replaces, and is equivalent to SIR50207 as the intent of the qualification remains unchanged. The total number of units required complete this qualification have decreased from 32 to 23 units. The number of core units has decreased from 26 to 15 units. The number of elective units has increased from 6 to 8 units.

Description

This qualification provides the skills and knowledge required by those who hold or wish to hold positions as specialist visual merchandisers in the retail industry. It applies to those who are working as members of a national, state or store-based retail visual merchandising team or are self-employed as freelance visual merchandisers.

Job roles

- Individuals with this qualification are able to perform roles, such as:
- retail store visual merchandiser
- visual merchandising team leader/manager
- freelance visual merchandiser
- exhibition or event display designer
- photographic stylist.

Possible job titles

- visual merchandiser
- visual merchandise team manager
- freelance visual merchandiser
- photographic stylist

Pathways Information

This qualification is not suitable for an Australian Apprenticeship pathway or VET in Schools (VETiS) delivery.

Pathways into the qualification

Individuals undertaking this qualification may not have any prior or formal retail industry experience or qualifications.

Relevant skills and knowledge that would indicate likely success at this qualification level may include:

- successful completion of art and design related subjects at secondary or post-secondary level
- previous merchandising experience in a retail environment.

Pathway from the qualification

After achieving SIR50212 Diploma of Visual Merchandising, individuals may undertake:

- SIR80112 Vocational Graduate Certificate in Retail Leadership.

Licensing/Regulatory Information

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

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ effectively and responsively negotiate and share information with relevant personnel within the framework of a retail enterprise structure and culture ▶ receive and interpret verbal, written and diagrammatic briefs and requests that inform the design, planning and implementation of visual merchandising concepts
Teamwork	▶ participate in visual merchandising teams, working independently to complete projects or tasks ▶ work as a team member on store display projects and promotions with other visual merchandising team members or the wider retail store team ▶ support and encourage other team members' design ideas and use sound interpersonal communication to build trust and respect within the team ▶ lead visual merchandising project teams, mentoring and supporting other team members
Problem-solving	▶ implement retail enterprise visual merchandising standards to create displays, adjusting planning to take account of individual store design, available floor space and stock availability; and responding to instructions, information and feedback supplied by relevant line managers and store staff ▶ compare and evaluate sales turnover before and after remerchandising given areas
Initiative and enterprise	▶ regularly suggest and implement approaches to visual merchandising projects that enhance achievement of current enterprise/industry visual merchandising design standards in a safe and cost-effective manner ▶ develop and implement merchandising ideas for boutique promotions at local store level ▶ regularly and actively research key competitors' visual merchandising approach and latest local and international trends in store and exhibition design and display
Planning and organising	▶ work to implement visual merchandising standards that contribute to an increase in overall store turnover ▶ set clear goals for implementing enterprise visual merchandise standards and identify resource requirements and required timelines to achieve outcomes within budget ▶ work with sales and logistics staff to collect, manage and interpret information on availability of display stock and fixtures needed to plan and organise a display installation
Self-management	▶ evaluate and monitor own contribution and responsibilities in the achievement of enterprise goals

	▶ establish and follow own work plans and schedules in the context of the work team ▶ accept responsibility for achieving self-directed visual merchandising project or task outcomes ▶ actively seek feedback and guidance from line manager in relation to work quality, personal performance and organisational policies and procedures ▶ monitor own displays for increased customer interest in and improved sales turnover of displayed stock
Learning	▶ regularly and actively research key competitors' visual merchandising approach and latest local and international trends in store and exhibition design and display ▶ seek and share workplace information product knowledge and design expertise with other team members ▶ use the internet to research the latest developments in retail visual merchandising
Technology	▶ access and safely use a variety of design, word processing, presentation and D Cal lettering software applications as relevant to the project and task ▶ develop and verbally present design ideas along with concept visuals that may also include simple sketch designs, illustrations and/or hand or computer-developed working drawings and 2- or 3-dimensional rendered concept models of designs ▶ inform and effectively negotiate with clients in response to a design brief

Packaging Rules

23 units must be completed:

- 15 core units
- 8 elective units:
 - a minimum of 4 units must be selected from the elective unit list below
 - a maximum of 4 units may be selected from other relevant arts, design or business-related Training Package or accredited course first packaged at AQF level 4, 5 or 6.

The choice of elective units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Core units	
BSBDES301A	Explore the use of colour
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES305A	Source and apply information on the history and theory of design
CUVDIG201A	Develop digital imaging skills
SIRRMER508	Produce retail visual illustrations
SIRRMER509	Manufacture visual merchandising signage and support structures
SIRRMER510	Produce working drawings
SIRRMER511	Plan, organise and maintain display lighting
SIRRMER519	Design and produce merchandising and in-store presentations
SIRXIND101	Work effectively in a customer service environment
SIRXIND102	Plan a career in the retail industry
SIRXMER304	Present products
SIRXMER407	Plan and build visual presentations for a range of merchandise categories
SIRXWHS101	Apply safe work practices
Elective units	
Art and Design	
CUFDIG304A	Create visual design components
CUVPHI302A	Capture photographic images
CUVPHI401A	Capture images in response to a brief
Marketing and Public Relations	

SIRXMPR001A	Profile a retail market
Merchandising	
SIRRMER405	Produce visual merchandising signs
SIRRMER406	Design, construct and maintain props
SIRRMER407	Design merchandisers
SIRRMER512	Produce perspective drawings, plans and elevations
SIRRMER513	Develop concept visuals
SIRRMER514	Design and produce store plans and floor layouts
SIRRMER515	Manage visual merchandising projects
SIRRMER516	Style merchandise for photography
SIRRMER517	Develop and apply strategies for merchandising and corporate presentations
SIRRMER518	Present design concepts
SIRXMER406	Monitor in-store visual merchandising displays
Quality and Innovation	
SIRXQUA002A	Lead a team to foster innovation

SIR80112 Vocational Graduate Certificate in Retail Leadership

Modification History

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

Release	Comments
First Release	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. The total number of units required complete this qualification is 4.

Description

This qualification reflects the roles of individuals who apply both broad and highly specialised skills and knowledge in the field of leadership within the retail industry, including senior managers and business owners who perform a diverse range of roles within the retail environment.

Persons undertaking this role may work as specialists (for example in visual merchandising or area management) or with overarching business responsibilities in workplaces of various sizes. They may make significant, high level and independent judgements within major, broad or specialised planning, design, operational, technical or management functions. They may also have responsibility and broad ranging accountability for the structure, management and output of the work of others or for discrete functions.

Job roles

Individuals with this qualification are able to perform roles, such as:

- senior manager
- business manager.

Pathways Information

This qualification is not suitable for an Australian Apprenticeship pathway or VET in Schools (VETiS) delivery.

Pathways into the qualification

SIR80112 Vocational Graduate Certificate in Retail Leadership is designed for senior managers and business owners who operate at a senior level and have substantial experience in the retail industry.

The managers and business owners may be commencing the qualification from a number of pathways, including:

- significant retail workplace experience, including management experience
- a relevant undergraduate degree seeking other vocational education and training qualifications.

Pathways from the qualification

After achieving SIR80112 Vocational Graduate Certificate in Retail Leadership individuals may undertake relevant higher education programs.

Licensing/Regulatory Information

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

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills as identified by the retail industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the business-to-business industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	▶ consult with and engage industry colleagues, staff, customers and others who may be internal or external to the organisation ▶ research, prepare and present high-level reports and plans pitched appropriately to the needs of the audience ▶ use clear and insightful verbal and non-verbal communication

	▶ read and interpret a range of information relevant to job/role, including industry reports, legislation and policies ▶ present information to customers, suppliers and other stakeholders ▶ negotiate with stakeholders, staff and customers ▶ establish and maintain consultative processes
Teamwork	▶ manage teams ▶ lead team effort ▶ liaise with relevant personnel
Problem-solving	▶ identify customer needs and match service delivery responses to address these needs ▶ research and analyse business needs and opportunities ▶ resolve work-related problems ▶ form and test assumptions in an effort to resolve problems ▶ implement conflict-resolution strategies ▶ quantify the benefits of options and perform calculations to assist in solving problems
Initiative and enterprise	▶ identify business opportunities ▶ think and act proactively to solve problems and generate new and improved work practices and productivity ▶ identify relevant sources of information and use them effectively
Planning and organising	▶ lead project and related business planning processes, managing risks ▶ plan and organise own work tasks and those of a team ▶ plan and organise resources to meet deadlines, managing time ▶ determine schedules to ensure work is completed on time ▶ coordinate tasks and processes
Self-management	▶ demonstrate capacity to be a self-starter and self-motivated ▶ monitor own work and adjust accordingly to meet agreed standards and expectations ▶ manage own professional development and training needs
Learning	▶ contribute to learning in the workplace ▶ maintain up-to-date knowledge of policies, procedures and legislation ▶ obtain feedback to identify ways to improve ongoing activities ▶ undertake relevant research and evaluation to support work objectives
Technology	▶ use technology relevant to the job/role which may include conducting online research, using software applications to manage and undertake projects, using applications to manage finances, and planning and reporting processes ▶ adapt to the use of new technology as appropriate

Packaging Rules

4 units must be completed:

- a minimum of 3 units must be selected from the list below
- 1 unit may be selected from any relevant Training Package or accredited course first packaged at AQF level 7 or 8.

The choice of units must be guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units chosen from other Training Packages must not duplicate units selected from or available in SIR07 V3 Retail Services Training Package.

Unit code	Unit title
SIRXSRM801	Lead the organisation through change
SIRXSRM802	Lead the development of business opportunities
SIRXSRM803	Lead and develop staff
SIRXSRM804	Continuously improve operational retail processes
SIRXSRM805	Lead the strategic planning process in a service environment
SIRXSRM806	Manage and transform sales and service programs
SIRXSRM807	Lead the development of a visual merchandising strategy
SIRXSRM808	Plan and manage complex retail projects
SIRXSRM809	Manage retail operations in a region or area

SIRSS00001 Coaching and Mentoring

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR40212 Certificate IV in Retail Management.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBLED401A	Develop teams and individuals
	SIRXQUA002A	Lead a team to foster innovation
	TAEDEL301A	Provide work skill instruction
	TAEDEL402A	Plan, organise and facilitate learning in the workplace
	TAEDEL404A	Mentor in the workplace

Target Group

This skill set provides the skills and knowledge required by a line manager in the retail services setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 V3 Retail Services Training Package meet skills required to undertake the role of coach or mentor in a customer service environment.

SIRSS00003 Community Pharmacy Management

Modification History

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

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Skill Set Requirements

Units	Unit Code	Unit Title
	SIRCCPM501	Lead and develop pharmacy teams
	SIRCCPM502	Manage pharmacy sales and service delivery
	SIRCCPM503	Manage pharmacy premises and equipment
	SIRCCPM504	Investigate new front-of-pharmacy products and services

Target Group

This skills set provides the skills and knowledge required for a manager in the community pharmacy setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 Retail Services Training Package meet skills required to be a manager in the community pharmacy industry.

SIRSS00004 Management

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Units	Unit Code	Unit Title
	SIRXFIN005A	Manage operations to budget
	SIRXMGT005A	Set strategic plans
	SIRXMGT006A	Initiate and implement change
	SIRXSLS009A	Manage sales teams

Target Group

This skill set provides the skills and knowledge required for a manager in the retail services setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 V3 Retail Services Training Package meet skills required to undertake the role of manager in a small retail store or department.

SIRSS00005 Marketing

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Units	Unit Code	Unit Title
	SIRXEBS001A	Acquire and retain online customers
	SIRXFIN005A	Manage operations to budget
	SIRXMPR007A	Devise a strategic marketing plan
	SIRXSLS009A	Manage sales teams

Target Group

This skill set provides the skills and knowledge required for a manager in the retail services setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 V3 Retail Services Training Package meet skills required to undertake the marketing role in a small retail store or department.

SIRSS00006 Operations

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR50112 Diploma of Retail Management.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Units	Unit Code	Unit Title
	SIRXFIN004A	Manage financial resources
	SIRXFIN005A	Manage operations to budget
	SIRXINV404	Manage retail merchandise
	SIRXSLS009A	Manage sales teams

Target Group

This skill set provides the skills and knowledge required for a manager in the retail services setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 V3 Retail Services Training Package meet skills required to undertake the role of small retail store or department manager.

SIRSS00007 Sales

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Release	Comments
First Release	New skill set

Description

Not applicable.

Pathways Information

These units provide a credit towards the SIR40212 Certificate IV in Retail Management.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Units	Unit Code	Unit Title
	SIRRMER517	Develop and apply strategies for merchandising and corporate presentations
	SIRXFIN005A	Manage operations to budget
	SIRXSLS008A	Develop a sales strategy
	SIRXSLS009A	Manage sales teams

Target Group

This skill set provides the skills and knowledge required for a supervisor/manager in the retail services setting.

Suggested words for Statement of Attainment

These competencies from the SIR07 V3 Retail Services Training Package meet skills required to undertake the role of sales manager in a small retail store or department.

SIRSS00008 Dispensary

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIR40112 Certificate IV in Community Pharmacy.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Skill Set Requirements

SIRCDIS301	Accept prescriptions and return dispensed medicines to customers
SIRCDIS303	Assist in dispensing prescriptions
SIRCDIS404	Assist in dispensary stock control
SIRCDIS405	Assist in dispensary administration
SIRCDIS406	Assist in preparing dose administration aids
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Target Group

This skill set provides the skills and knowledge required to operate as a dispensary assistant in a community pharmacy.

Suggested words for Statement of Attainment

These competencies from the SIR07 Retail Services Training Package V3 meet skills required to undertake the role of dispensary assistant in a community pharmacy

SIRSS00009 Human Resources Management

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIR40112 Certificate IV in Community Pharmacy or SIR40212 Certificate IV in Retail Management.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel
SIRXMGT002	Maintain employee relations

Target Group

This skill set provides the skills and knowledge required by a person undertaking human resources management as part of a broader role.

Suggested words for Statement of Attainment

These competencies from the SIR07 Retail Services Training Package V3 form part of the skills required to perform human resources responsibilities.

SIRSS00010 Quality

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards the SIR40112 Certificate IV in Community Pharmacy.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

BSBMGT403A	Implement continuous improvement
SIRCQUA401	Coordinate a pharmacy quality system
SIRXMGT003A	Lead and manage people

Target Group

This skill set provides the skills and knowledge required for persons who have responsibility for the implementation of the pharmacy quality systems.

Suggested words for Statement of Attainment

These competencies from the SIR07 Retail Services Training Package V3 meet skills required to be a as a senior pharmacy assistant in the community pharmacy industry.

SIRSS00011 Stock Control

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIR40112 Certificate IV in Community Pharmacy or SIR40212 Certificate IV in Retail Management.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
SIRXINV003A	Plan inventory levels
SIRXINV005A	Control inventory
SIRXINV407	Manage suppliers

Target Group

This skill set provides the skills and knowledge required for a person responsible for stock control.

Suggested words for Statement of Attainment

These competencies from the SIR07 Retail Services Training Package V3 meet skills required for a person operating as a stock controller.

SIRCCPM501 Lead and develop pharmacy teams

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and develop staff in a community pharmacy.

The unit covers the essential skills and knowledge for business success: building a strong team culture, setting clear performance goals, and motivating and leading team members. It is critical that the appropriate profile and number of staff are available to drive the business.

Application of the Unit

This unit applies to managers and business owners responsible for managing and leading a team within a community pharmacy, which may include management across single or multiple outlet businesses.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan the staffing needs of the pharmacy.	1.1 Use the pharmacy's health-care standards, values and goals to inform own understanding of staffing requirements. 1.2 Analyse current and projected volume and type of work to be undertaken. 1.3 Assess existing staff skills, knowledge and behaviour to ensure access to the required mix and level of skills. 1.4 Identify need for additional staff to meet pharmacy human resource requirements. 1.5 Ensure appropriate human resources policies are in place to support the effective operation of staff and pharmacy.
2. Influence individuals and teams in a positive manner.	2.1 Encourage, value and reward individual and team contributions. 2.2 Promote accountability of work undertaken by individuals and teams by communicating roles, responsibilities and expectations clearly. 2.3 Gain positive acceptance and support from the team for information and ideas.
3. Make informed decisions.	3.1 Gather and analyse information relevant to issues under consideration. 3.2 Encourage individuals and teams to actively participate in the decision-making process. 3.3 Determine preferred course of action after risks and options are examined and assessed. 3.4 Communicate decisions to individuals and teams clearly and in a timely manner. 3.5 Prepare plans to implement decisions after agreement by relevant individuals and teams. 3.6 Monitor the implementation and impact of decisions using reliable feedback processes.
4. Review and respond to the development needs of staff.	4.1 Identify current and future staff development needs using a range of methods and in line with organisational policies. 4.2 Provide ongoing personal advice, coaching and mentoring to staff to build team skill base and performance.

- 4.3 Provide opportunities for staff to develop their skills and knowledge in line with organisational policies.
 - 4.4 Include cost of staff training and development needs in relevant budgets and operational plans.
 - 4.5 Provide feedback and direction to staff members on their professional development needs.
- 5. Enhance the image of the business.
 - 5.1 Conduct business in a way that is consistent with pharmacy health-care standards and values.
 - 5.2 Note and promptly discuss inappropriate values, standards and behaviour exhibited in the pharmacy with the appropriate person.
 - 5.3 Consistently model a high standard of personal presentation in line with pharmacy expectations.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - coach and mentor team members
 - inform team members of pharmacy protocols and procedures
 - provide direction and support to team members
 - explain changes in product and service delivery to team members
- initiative and enterprise skills to promote pharmacy standards and values
- literacy skills to:
 - access and analyse complex information from varied sources
 - develop documents that detail service standards, systems and procedures
- learning skills to identify and follow relevant human resource policies and procedures
- numeracy skills to calculate cost of staff training and development
- planning and organising skills to:
 - ensure the required mix and level of skills in the pharmacy team
 - predict factors that affect resource availability
 - identify and plan for current and future staff development needs
- problem-solving skills to assess the need for, and make, systemic improvements to address service quality issues
- teamwork skills to motivate and lead a customer service team
- technology skills to access and use online information as required by the job role

Required knowledge

- coaching and mentoring techniques

- key features of operational environment, including:
 - customer base
 - pharmacy products and services
- pharmacy human resources policies
- methods for:
 - assessing staff skills, knowledge and behaviour
 - building a pharmacy team-oriented environment, including:
 - affirming respect for individual behaviour and differences
 - applying techniques to resolve conflict within the team
 - facilitating team building activities and behaviour
 - implementing quality assurance in the pharmacy, including:
 - establishing and monitoring standards and procedures
 - involving and rewarding staff
 - evaluating customer service
- pharmacy standards and values

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan the staffing needs of the pharmacy
- communicate pharmacy expectations to staff of team member roles and responsibilities
- involve team members in the decision-making process, and develop and communicate clear outcomes and plans
- plan for and organise the ongoing professional development of pharmacy staff
- promote pharmacy standards and values to pharmacy staff and others.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a pharmacy team
- customers with different requirements
- current information on pharmacy products and service provision
- relevant pharmacy human resources policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse team and customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Human resources policies may include: • application of industrial relations legislation and regulations, such as Fair Work Act

Staff development needs may be determined by many factors, including:

- relevant agreements and awards
- administration of human resources records and databases
- induction processes and programs
- job description and performance appraisals
- leave entitlements
- work health and safety (WHS)
- recruitment and selection
- remuneration practices
- rewards and recognition practices
- termination procedures.
- changes to work practices and processes
- customer feedback
- individual staff requests for training
- introduction of new technologies or software applications
- performance appraisals
- staff surveys
- supervisor reports on individual staff.

Unit Sector(s)

Community Pharmacy

Competency Field

Community Pharmacy Management

SIRCCPM502 Manage pharmacy sales and service delivery

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve pharmacy sales and service delivery.

It involves the continuous improvement of operations by seeking, evaluating and reporting feedback from customers and colleagues on sales and service delivery and working conditions; and sourcing and negotiating adequate supply of stock and other necessary resources in accordance with pharmacy policy.

Application of the Unit

This unit applies to persons with managerial responsibility in community pharmacies and may include management across single or multiple outlet businesses.

Persons in this role are required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish and respond to customer requirements.	1.1. Plan and develop strategies to enhance provision of customer service according to pharmacy policy. 1.2. Research and analyse customer needs in regard to pharmacy products and services, along with local demographic and cultural issues. 1.3. Resolve customer complaints referred by team members according to pharmacy policy. 1.4. Monitor sales and service targets and plans to ensure that customer requirements are met, and take appropriate remedial action if required. 1.5. Encourage team members to take responsibility for meeting customer requirements. 1.6. Seek and use feedback from customers to improve future operations.
2. Monitor, maintain and improve sales and service delivery.	2.1. Implement, communicate and review policies and procedures for sales and service delivery on a regular basis. 2.2. Maintain adequate resources for optimum customer service provision and in line with relevant budget allocation. 2.3. Ensure sales and service targets and plans are consistent with pharmacy values, objectives and business plan. 2.4. Communicate sales and service targets and plans to relevant personnel according to implementation schedules. 2.5. Provide feedback to staff and take corrective measures to minimise factors that may disrupt operations. 2.6. Monitor and evaluate effectiveness of corrective actions for future operational planning. 2.7. Ensure current and accurate records on sales are available to authorised personnel and act on relevant reports as required.

3. Negotiate supply of goods.
 - 3.1. **Negotiate** and implement **arrangements with suppliers** and communicate to relevant personnel.
 - 3.2. Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.
 - 3.3. Identify and communicate market factors affecting supply of pharmacy medicines or products to the pharmacist in charge and relevant team members.
 - 3.4. Convey complete and accurate records of negotiations and agreements to appropriate personnel within designated time limits.
 - 3.5. Take immediate corrective action where potential or actual **problems with supply** are indicated.
 - 3.6. Identify and develop new suppliers where relevant, to maintain and improve sales and service delivery.
4. Provide productive work environment.
 - 4.1. Regulate and monitor staff access to and use of resources for maximum efficiency and sustainability.
 - 4.2. Maintain staff work conditions to meet requirements of **relevant agreements, legislation** and pharmacy policy.
 - 4.3. Ensure that maintenance frequency and use of equipment conform to recommended schedules and procedures.
 - 4.4. Replace, repair or adapt resources that do not meet requirements as soon as practicable and with minimum disruption to work activity.
 - 4.5. Communicate recommendations for improving conditions to **relevant personnel** within designated timeframe.
 - 4.6. Maintain complete and accurate records and make them available to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - ask questions to identify and confirm requirements
 - communicate with staff through clear and direct communication
 - negotiate with suppliers and customers
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to:

- research and interpret a broad range of written material
- prepare reports
- document results
- planning and organising skills to manage sales and service delivery
- problem-solving skills to:
 - handle supply and service contingencies
 - negotiate effective complaint resolution outcomes with customers
- numeracy skills to:
 - interpret and maintain pharmacy medicines, product supply and sales data
 - estimate stock volume
 - calculate costs and pricing arrangements
 - set and monitor achievement of sales and service targets
- technology skills to monitor and maintain data relating to stock levels

Required knowledge

- customer demographics and associated demand and market trends
- location of merchandise in pharmacy
- pharmacy policies and procedures in regard to:
 - efficient and sustainable use of resources
 - product pricing
 - sales and service delivery
 - stock maintenance and control
 - supply specifications
- range and availability of pharmacy products and services
- awards and agreements governing the employment of pharmacy staff
- pharmacy quality procedures
- relevant legislation and statutory requirements, including work health and safety (WHS) requirements applicable to the sales environment
- sales and service targets
- sources of product supply

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to Evidence of the ability to:

- maintain, monitor, improve and evaluate sales and

demonstrate competency in this unit

service delivery

- communicate sales and service targets and plans to relevant personnel and provide feedback on operations and outcomes
- maintain and interpret data on sales and service delivery
- negotiate and arrange supply of goods
- maintain, monitor and evaluate supply of stock.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a front-of-pharmacy sales and services team
- real or simulated customers with different requirements
- relevant documentation, such as:
- awards and agreements governing the employment of pharmacy staff
- pharmacy quality procedures
- relevant legislation and statutory requirements, including WHS requirements applicable to the sales environment
- pharmacy protocols and procedures relating to:
 - efficient and sustainable use of resources
 - pricing
 - sales and service delivery
 - stock maintenance and control.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- research report
- written or oral questions appropriate to the language and literacy level of the learner to test relevant

	underpinning knowledge
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:	• from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities • visiting the pharmacy, contacting the pharmacy by phone, or in their own home • with special needs, such as: • the elderly • infants • who are: • drug or alcohol affected • emotionally unstable • mentally unstable • physically unwell.
Team members may include:	• allied health professionals • dispensary assistants • pharmacists • pharmacy assistants.
Policies and procedures for sales and service delivery may involve:	• accepting and returning prescriptions • advising customers • customer privacy protocols • customer service procedures • documenting testing, such as: • blood glucose • blood pressure • handling customer complaints • handling and supplying Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)

- making appointments for special pharmacy services, such as home medicine reviews
 - triggers for referral to a pharmacist or a more experienced pharmacy assistant
 - staff induction
 - staff presentation.
- Resources may include:
- equipment and technology
 - materials
 - rostered team members
 - pharmacy stock.
- Factors may include:
- staff shortages
 - supply of stock.
- Negotiate may include:
- correspondence
 - email
 - face-to-face contact
 - meetings
 - telephone.
- Arrangements with suppliers may include:
- credit levels
 - delivery
 - partnerships and exclusivity
 - pricing.
- Problems with supply may involve:
- cost
 - coverage or content
 - quality
 - quantity
 - time schedules.
- Relevant agreements and legislation may include:
- awards and agreements relating to the employment of staff
 - equal employment opportunity and anti-discrimination laws
 - federal, state or territory, and local legislation
 - WHS.
- Relevant personnel may include:
- pharmacist owner
 - pharmacist in charge
 - team members.

Unit Sector(s)

Community Pharmacy

Competency Field

Community Pharmacy Management

SIRCCPM503 Manage pharmacy premises and equipment

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure pharmacy merchandise, premises and equipment are consistently presented and maintained in line with the image of a professional health provider.

Application of the Unit

This unit applies to persons with managerial responsibility in community pharmacies and may include management across single or multiple outlet businesses.

Persons in this role are required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage pharmacy appearance and access.	1.1. Develop and implement pharmacy procedures for <i>pharmacy housekeeping and maintenance</i>. 1.2. Ensure pharmacy housekeeping standards are monitored and maintained. 1.3. Provide easy and safe access into and within the pharmacy for people with mobility aids. 1.4. Maintain professional services area that is clearly distinguishable from the general trading area and supervised at all times by a pharmacist. 1.5. Initiate contingency plans in the event of merchandise or pharmacy presentation problems.
2. Manage pharmacy stock storage and equipment maintenance.	2.1. Ensure all equipment used in the pharmacy is kept clean, serviceable and calibrated where required. 2.2. Maintain areas for receiving and storing stock under appropriate conditions, according to stock <i>category</i>. 2.3. Ensure refrigerated storage is cold chain tested and certified at regular intervals. 2.4. Maintain a room temperature at no more than 25 degrees in professional, trading and storage areas of the pharmacy.
3. Manage pharmacy merchandise presentation.	3.1. Ensure layout and presentation promote customer flow, and comply with scheduled medicine display restrictions and pharmacy <i>visual merchandising policies and plans</i>. 3.2. Develop and implement layout assessment checks. 3.3. Organise the location of displays of temporary specials and promotions. 3.4. Define standards for visual presentations and displays and clearly communicate these to team members. 3.5. Ensure team members maintain displays in a clean and tidy condition according to display plans. 3.6. Consult with front-of-pharmacy team members to assess customer response to space allocations.
4. Maintain	4.1. Maintain pricing of pharmacy medicines and products according

- pharmacy to pharmacy pricing policy.
- merchandise 4.2.Communicate accurate pricing information and changes to pricing. relevant team members.
- 4.3.Ensure current and accurate pricing is maintained on all displays.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult team members
 - convey accurate pricing information to team members
 - explain pharmacy standards and expectations to front-of-pharmacy team members
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
- literacy skills to:
 - read pharmacy documents
 - follow visual merchandising plans
 - follow pharmacy merchandising and pricing procedures
- numeracy skills to:
 - analyse stock figures
 - check and maintain pricing policies
 - check and maintain merchandise space requirements
- problem-solving skills to initiate a contingency plan in the event of incidents, such as:
 - blackouts
 - breakages
 - major spillages
- planning and organising skills to:
 - work with pharmacist in charge to monitor dispensary equipment and cold storage
 - arrange equipment maintenance where required
 - develop and implement layout and assessment checks
- technology skills to use pharmacy point-of-sale and stock software

Required knowledge

- appropriate storage conditions for temperature-sensitive stock
- cold chain requirements
- merchandise space allocations and stock layout
- pharmacy equipment requiring regular maintenance checks or calibration

- pharmacy protocols and procedures in regard to:
 - efficient and sustainable use of resources
 - housekeeping for premises, fittings, fixtures and equipment
 - pricing
 - stock storage
 - visual merchandising
- range and availability of pharmacy products

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- manage pharmacy appearance and access
- manage stock-handling storage to maintain optimum quality
- plan and coordinate a system of regular equipment checks and maintenance
- manage space allocation, merchandise presentation and pricing to comply with medicine schedules and pharmacy visual merchandising standards.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a pharmacy team
- relevant documentation, such as:
 - current pricing information
 - relevant pharmacy procedures
 - merchandise range

- space allocation data
- visual merchandising plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies
- observation of the candidate in the workplace
- research report
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy housekeeping and maintenance may include:

- pharmacy premises
- fittings and fixtures
- equipment
- safe disposal of undispensed or returned medicines
- maintenance and calibration of:
 - cold chain equipment and storage areas
 - weighing and measuring devices
- servicing and updating pharmacy hardware and software.

Category may include:

- temperature-sensitive stock requiring storage between 2 degrees centigrade and 8 degrees centigrade
- scheduled medicines
- cytotoxic medicines
- unscheduled stock items
- damaged, faulty or expired stock
- return of unwanted medicines
- products subject to recall.

Visual merchandising policies and plans may include:

- banner group display standards
- key product areas
- medicine locations, according to schedules
- pharmacy image
- pharmacy layout and space availability
- pricing policy
- seasonal lines
- target market.

Unit Sector(s)

Community Pharmacy

Competency field

Community Pharmacy Management

SIRCCPM504 Investigate new front-of-pharmacy products and services

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and introduce new front-of-pharmacy products and services.

Application of the Unit

This unit applies to persons with managerial responsibility in community pharmacies.

Persons in this role are required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse market.	1.1. Monitor <i>customer requirements</i> and evaluate <i>market factors</i> . 1.2. Review performance of <i>front-of-pharmacy product and service range</i> to identify the demand for individual items and seasonal variations. 1.3. Identify opportunities to improve pharmacy sales and services. 1.4. Research and identify potential new products and services, evaluate <i>supplier claims</i> , and refer recommendations to managing pharmacist where relevant. 1.5. Identify market competition for specific products and services.
2. Plan front-of-pharmacy product and service range.	2.1. Assess existing pharmacy product and service range against pharmacy values and objectives, market analysis and sales performance. 2.2. Identify display space requirements and optimum product or service mix according to market analysis. 2.3. Update product range at regular intervals. 2.4. Identify product lines to be deleted and take action to minimise adverse effects on profit. 2.5. Consolidate stock as required to maximise sales potential.
3. Monitor quality control.	3.1. Establish expected merchandise quality standards with suppliers. 3.2. Monitor merchandise quality during supply and delivery process. 3.3. Check stock return figures and analyse against target figures.
4. Introduce new products and services.	4.1. Inform staff of new product ranges and services, and implement relevant staff training. 4.2. Demonstrate, promote and display new products and services to staff.
5. Maximise profit.	5.1. Calculate or estimate product range contributions against budget targets. 5.2. Develop product range assessment checks and implement against budget targets.

- 5.3. Maximise profit margins in negotiation with suppliers.
- 5.4. Determine pricing policies for services and products according to stated net profit margin in pharmacy merchandising plan.
- 5.5. Negotiate specifications for *terms of trade*.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - negotiate with suppliers
 - inform staff of new products and services
- initiative and enterprise skills to:
 - identify opportunities to improve pharmacy sales and services
 - refer recommendations to the managing pharmacist where relevant
- learning skills to:
 - evaluate supplier claims
 - research and identify potential new products and services
- numeracy skills to:
 - calculate or estimate product range contributions against budget targets
 - check stock return figures and analyse against targets
 - identify display space requirements
 - maximise profit margins in negotiation with suppliers
- planning and organising skills to:
 - plan front-of-pharmacy product range
 - introduce new products and services
- problem-solving skills to:
 - consolidate stock to maximise sales potential
 - identify products to be deleted and take action to minimise adverse effects on profit
- technology skills to access and review stock records

Required knowledge

- current and potential use of available space for:
 - product category displays
 - service areas
- sales budget targets, including:
 - turnover
 - profit margin

- existing pharmacy product and service range
- existing and possible new suppliers
- pharmacy values and objectives that impact on product and service provision
- pharmacy stock system

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- analyse the potential market for a new product or service in a specific pharmacy business
- identify and delete non-performing products
- plan for and introduce new products and services
- use stock data to maximise turnover and profit
- negotiate with suppliers and monitor quality control.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a work team
- relevant documentation, such as:
 - current pricing information
 - merchandise range
 - space allocation data
 - visual merchandising plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies
- observation of the candidate in the workplace
- research report
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer requirements may include:

- price
- quality
- range.

Market factors may include:

- local market demographics
- popularity of new and emerging products
- popularity of products with minimal environmental impact
- increased or reduced demand for some products and services.

Front-of-pharmacy product and service range may include:

- beauty products and services
- health-care support services
- Pharmacy Medicines (S2)
- unscheduled pharmacy medicines and products.

Supplier claims must include substantiated research, such as:

- clinical testing
- consumer or market research
- objective technical methods
- published and peer-reviewed outcomes
- sensory analysis by trained panels or by consumers.

Terms of trade may include:

- special buys
- payment terms

- promotional deals with suppliers
- partnership promotions.

Unit Sector(s)

Community Pharmacy

Competency field

Community Pharmacy Management

SIRCDIS301 Accept prescriptions and return dispensed medicines to customers

Modification History

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

Release	Comments
First Release	This is an updated unit, based on and equivalent to SIRPDIS001A Accept prescriptions and deliver medicine.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect and verify customer's prescription-related information, lodge scripts for dispensing, and return dispensed prescription items to customers on behalf of the dispensing pharmacist.

Application of the Unit

This unit applies to pharmacy assistants and dispensary assistants who work in community pharmacies.

A person undertaking this role is required to work under the direct supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Verify prescription and customer details.	1.1. Approach customer and accept prescriptions in a timely manner. 1.2. Check customer's prescriptions for legality, validity and completeness . 1.3. Confirm customer details . 1.4. Respect customer privacy and confidentiality when requesting and providing information.
2. Confirm customer prescription needs.	2.1. Identify and confirm items to be dispensed. 2.2. Provide brand substitution information and determine customer preference. 2.3. Flag and refer prescription discrepancies and other situations requiring additional assistance to appropriate pharmacy staff or a pharmacist. 2.4. Advise customers of expected prescription preparation time, including delaying factors or delivery times as appropriate. 2.5. Lodge verified prescriptions together with relevant recorded customer information for dispensing.
3. Return prescribed medicines to customers.	3.1. Verify that dispensed prescriptions have been checked by a pharmacist and check dispensed medicines to ensure customer's requested items and quantities have been dispensed. 3.2. Verify that the customer receives the correct medicine and that the customer or their agent signs and dates the prescription as confirmation of receipt. 3.3. Explain information provided on medicines and question to confirm customer understanding. 3.4. Refer customers to a pharmacist in situations requiring additional assistance or therapeutic advice. 3.5. Supply dispensed medicines promptly in appropriate packaging . 3.6. Provide information on other products where required to effectively use medicines supplied. 3.7. Retain store-filled prescriptions in a nominated secure area.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - ask questions to identify and confirm customer requirements
 - explain information contained on cautionary and advisory labels in a level of English suited to the customer's communication requirements
 - question to confirm that the customer understands the information provided
 - invite further questions from the customer
 - provide relevant information to the dispensing pharmacist and other staff members where required
 - seek direction from the dispensing pharmacist
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - check prescription information
 - read cautionary and advisory medicine labels
 - record customer information
- planning and organising skills to:
 - plan and carry out work to meet dispensary workflow requirements
 - provide timely delivery of dispensed items to customers
- teamwork skills to operate as part of a dispensing team

Required knowledge

- brand substitution information, including:
 - product costing policy reflecting brand price premiums and therapeutic premiums
 - the term 'bio-equivalent' products as defined by the Therapeutic Goods Administration (TGA)
- pharmacy procedures relating to:
 - accepting prescriptions
 - accessing and using pharmacy information systems required by the role
 - circumstances under which referral to a pharmacist or other pharmacy staff is required
 - collecting and supplying information to an agent acting on behalf of a customer
 - delivering dispensed prescriptions
 - maintaining the privacy and confidentiality of customer information
 - offering brand substitution
- Pharmaceutical Benefits Scheme (PBS) and Medicare Australia system, and supply rules

relating to:

- customer eligibility and access
- payments for general customers (without concessional cards) and concessional customers
- co-payments
- safety net entitlements
- supplying repeat prescriptions
- privacy principles as they relate to accepting prescriptions and delivering medicine

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- accept and lodge prescriptions for dispensing
- identify different types of prescriptions and entitlements
- follow verification procedures when providing dispensed medicines to customers
- operate as part of a dispensing team and provide relevant information to a pharmacist and other pharmacy staff as required
- provide prescription information to customers in ways appropriate to customer needs and demonstrate appropriate techniques to confirm understanding
- recognise and act on situations requiring referral to a pharmacist or other pharmacy staff.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real pharmacy workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include client interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of customers with different prescription requirements and entitlements who are typical of the customer base

- dispensed medicines for return to customers
- relevant documentation, such as:
 - PBS information
 - pharmacy procedures
 - prescriptions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, which may include:
 - accepting prescriptions and delivering medicine to a range of customers
 - completing pharmacy documentation relevant to accepting prescriptions
 - returning dispensed medicines to customers
 - seeking direction from the dispensing pharmacist
- role plays to confirm communication skills that meet diverse customer requirements
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:

- the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Customer's prescriptions*** may include:
- a limited approved range of scripts from providers, including:
 - dentists
 - doctors
 - nurse practitioners
 - optometrists
 - podiatrists
 - veterinary surgeons
 - National Health scripts
 - private scripts
 - repatriation scripts or Veteran Affairs scripts.
- Legality, validity and completeness*** may include:
- adequate written instructions on the dosage regimen
 - compliance with timing rules to fill repeat scripts
 - doctor's or prescribing practitioner's full name, current address, telephone number and date
 - name of medicine, quantity prescribed and clearly indicated dosage directions
 - currency of prescription
 - clear prescription with no indication of tampering or forgery
 - self-treatment instructions that meet legal and regulatory requirements.
- Customer details*** may include:
- full name and current address
 - date of birth where patient is elderly (over 70 years) or young (under 12 years)
 - entitlement number, if any, under the PBS
 - Medicare details
 - private health cover and receipt requirements
 - allergies or adverse reactions suffered in the past to medications
 - current use of other medications, including complementary medicines.
- Prescription discrepancies*** may include:
- incomplete or incorrect prescriber or customer details
 - out-of-date prescriptions
 - prescriptions marked 'cancelled' or in other ways that

	indicate they have been dispensed and completed
	• invalid prescriptions, such as: • forged or altered information • written by prescriber for self-treatment • requests for excessive quantities.
Delaying factors may include:	• out-of-stock prescribed medicines • special preparation requirements, e.g. compounded products.
Information provided on medicines may include:	• pharmacy labels • cautionary or advisory labels • additional information or advice prepared by a pharmacist • information provided by the supplier • self-care and health information • Consumer Medicine Information (CMI).
Appropriate packaging may include:	• packaging that protects customer privacy and medicine handling requirements, such as: • light-sensitive tray-controlled packaging • opaque packaging • paper bags • packaging determined by the pharmacist.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS302 Deliver medicines to customers outside the pharmacy

Modification History

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

Release	Comments
First Release	This is an updated unit, based on and equivalent to SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and carry out home delivery of dispensed medications and other pharmacy products to community pharmacy customers.

Application of the Unit

This unit applies to pharmacy assistants and dispensary assistants who work in community pharmacies.

A person undertaking this role is required to work under the supervision and direction of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm customer delivery requirements.	1.1. Identify pharmacy products to be delivered to customer. 1.2. Identify prescription items required. 1.3. Confirm customer details . 1.4. Confirm delivery information with the customer.
2. Prepare and plan prescription deliveries.	2.1. Confirm that items are ready for delivery . 2.2. Liaise with a pharmacist to confirm method of providing customer advice. 2.3. Prepare items for delivery to meet handling and storage requirements. 2.4. Confirm that delivery documentation is accurate and complete. 2.5. Use available aids to plan the most efficient delivery route. 2.6. Schedule deliveries to suit requirements of the pharmacy and customers.
3. Distribute medicine to customers outside the community pharmacy.	3.1. Verify customer or agent identity and any special delivery instructions. 3.2. Explain information provided on medicines and, where instructed by the pharmacist, question to confirm customer or agent's understanding. 3.3. Request a dated signature as evidence of receipt of goods. 3.4. Arrange for pharmacist follow-up in situations requiring additional assistance or therapeutic advice. 3.5. Finalise the sales transaction if appropriate.
4. Reconcile delivered items and records.	4.1. Reconcile medicines and other items collected for delivery with items distributed. 4.2. Reconcile cash payment with the value of items sold. 4.3. Complete delivery documentation and records. 4.4. Follow pharmacy procedures to make alternative arrangements where unplanned factors have prevented delivery of medications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - confirm that the person receiving medicines and delivery information is authorised to do so
 - confirm that the person receiving medicines is not a child
 - explain information contained on cautionary and advisory labels in a level of English suited to customer communication requirements
 - question to confirm that the customer correctly understands the information provided
 - invite further questions from the customer
 - seek direction from the dispensing pharmacist
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - follow pharmacy procedures
 - check prescription information
 - read directions and maps to locate addresses and plan efficient delivery routes
- planning and organising skills to:
 - plan delivery routes to achieve efficient delivery outcomes
 - arrange for a customer to make contact with a pharmacist where more detailed support or advice is required
- problem-solving skills to respond to situations where no authorised person is available to receive items

Required knowledge

- pharmacy procedures relating to:
 - delivery of prescription items to customers outside the pharmacy
 - response to unavailability of the customer or an authorised agent to accept delivery
 - responding to customer questions
 - arranging for a pharmacist to provide follow-up therapeutic advice and information to the customer
 - protecting security of self, product and cash
 - response in the event of theft, loss or accident
- product and delivery:
 - charges
 - payment options and procedures
- privacy principles as they relate to home delivery of medicines
- label information, such as:

- dosage regimen, e.g. dose time in relation to food
- frequency
- duration of treatment
- special storage requirements, e.g. cold chain
- role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy procedures when delivering dispensed medicines and other products outside the pharmacy
- provide information in ways appropriate to customer needs and demonstrate relevant techniques to confirm understanding
- apply correct storage and transport conditions and any special delivery requirements for dispensed items
- recognise and arrange follow-up contact, in situations requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real workplace environment that meets relevant industry standards and which may include client interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of customers or their agents with different locations and delivery requirements who are typical of the customer base
- dispensed items and other products for delivery to the customer or their agent
- dispensed items requiring special handling
- delivery documentation and record-keeping systems

- payment systems
- relevant documentation, such as:
 - customer details
 - delivery checklists
 - maps or location information
 - pharmacy procedures
 - real or simulated prescriptions
 - CMI.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate:
 - preparing for deliveries
 - delivering items to customers outside the pharmacy
 - completing documentation and records relevant to delivering prescription and other pharmacy items
 - seeking direction from the dispensing pharmacist
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- role plays to:
 - confirm communication skills that meet diverse customer requirements
 - demonstrate understanding of contingency management procedures
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy products may include:

- prescription medicines
- Pharmacy Medicines (S2)

- Customer may include people:
- non-scheduled pharmacy products.
 - from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - in their own home or contacting the pharmacy by phone
 - in residential care settings
 - with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Customer details** may include:
- patient name
 - delivery address
 - telephone number
 - suitable delivery times
 - specific location advice.
- Delivery information** may include:
- items on the prescriptions to be dispensed
 - other products required
 - estimated delivery time
 - persons authorised to accept delivery
 - payment method.
- Ready for delivery** may include:
- assembled items are complete, clearly and correctly labelled, and match customer requirements
 - a pharmacist has verified dispensed items
 - required information and advice accompanies the items
 - items are packaged appropriately to protect customer privacy and product integrity.
- Handling and storage** requirements may include:
- temperature control and cold chain items
 - light-sensitive items
 - heat-sensitive items.
- Delivery documentation** may include:
- prescription documentation to be signed by customer or agent
 - self-care and health information
 - other information supplied by a pharmacist
 - delivery check sheets
 - customer location details.
- Information provided on medicines** may include:
- pharmacy labels
 - cautionary and advisory labels
 - additional information or advice prepared by a

pharmacist

- information provided by the supplier
- self-care and health information
- Consumer Medicine Information (CMI).

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS303 Assist in dispensing prescriptions

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPDIS003A Assist in dispensary operations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work in a dispensary to assist with the preparation of prescriptions. The dispensary assistant's role is limited to those functions that do not require the exercise of professional judgement or discretion with regard to prescriptions.

Application of the Unit

This unit applies to dispensary assistants working in the dispensary area of a community pharmacy.

A person undertaking this role is required to work under the direct supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

- SIRCDIS301 Accept prescriptions and return dispensed medicines to customers
- SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Check prescription details.

1.1. Check ***patient details*** and ***prescription details*** to ensure ***prescription*** is complete and valid.

1.2. Refer incomplete or invalid prescriptions to pharmacist for action.

2. Enter prescription information.

2.1. Enter patient and prescription details from original prescription into the dispensing computer system.

2.2. Check that entered electronic data matches patient and prescription details.

2.3. Refer to pharmacist to check ***patient record*** and dispensing software flagged medication interactions.

2.4. Use computer software to select and record any brand change.

2.5. Ensure prescriber's specific directions are entered for the medication label.

2.6. Generate one printed label for each pack, repeat authorisations and Consumer Medicine Information (CMI) where applicable.

3. Select and label prescribed medications.

3.1. Refer to original prescription document to accurately select medications manually or robotically and check medication, strength and quantity.

3.2. Check printed label for expiry date, directions for use, drug strength and quantity against original prescription and apply to each pack.

3.3. Apply appropriate ***cautionary and advisory labels***.

3.4. Ensure ***important information*** on manufacturer's label is not obscured by pharmacy labels.

3.5. Swipe barcode with scanner and check on computer screen for drug name, patient's name, address and date.

4. Assemble prescribed

4.1. Assemble prescribed medicines with all relevant documentation and counselling aids.

medications and
finalise
documentation.

4.2.Ensure dispensing pharmacist checks all items belonging to the prescription.

4.3.Place in a container that leaves all items visible.

4.4.Place container in pharmacy-designated private collection location for return of prescription medication to customer.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - provide relevant information to and seek direction from a pharmacist as required
 - ask questions to identify and confirm pharmacist requirements
- literacy skills to:
 - check that patient and prescription details are complete and valid
 - follow prescription information
 - prepare labels in plain English
 - identify and select correct product with reference to form, dose, strength and quantity
 - confirm that directions for use on prescribed medications match the relevant prescription
 - apply procedures for selecting bio-equivalent generic medicines
- numeracy skills to apply prescription requirements relating to:
 - drug strength
 - quantities
- planning and organising skills to:
 - apply procedures for assembling and preparing prescription items
 - organise work to meet dispensary workflow requirements
- teamwork skills to operate as part of a dispensary team, working under the supervision of a pharmacist
- technology skills to use the dispensary software system to:
 - enter patient and prescription information
 - access patient medications dispensing history
 - print medication labels
 - scan medication labels

Required knowledge

- dispensary workflow and layout, including:
 - alphabetical arrangement of medications

- sequential positioning of medications along shelves
- controlled substances under specific storage conditions
- grouping of Pharmacist Only Medicines (S3)
- refrigeration
- dose forms and abbreviated names
- key areas of the dispensary software system
- legal requirements and principles for product labelling, such as:
 - product name
 - batch numbering
 - expiry date
- major drug groups and their expected effects on the body
- personal role boundaries and responsibilities in assisting a pharmacist with dispensing activities
- pharmacy procedures relating to dispensary activities, including:
 - protecting customer privacy
 - controlling, accessing and maintaining security of the dispensary
 - pricing dispensary items
 - dispensary housekeeping checklist and responsibilities
- prescribing conventions, abbreviations and medical terminology used in prescriptions and instructions for the use of medicines
- procedures and rationale for validating prescriptions
- relevant regulations and guidelines, including:
 - Pharmacy Board of Australia Guidelines for Dispensing of Medicines
 - Pharmaceutical Benefits Scheme (PBS) requirements
 - Medicare Australia regulations
- Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)
- types of prescriptions presented for dispensing at community pharmacies, including:
 - PBS prescriptions, including:
 - authority
 - concession
 - dental
 - general
 - pension
 - podiatrist
 - optometrist
 - private prescriptions, including:
 - medicines that do not count towards the safety net
 - items not subsidised by PBS
 - prescription written for a person without a Medicare card, such as an overseas visitor

- quantity not subsidised by PBS
- repeats not subsidised by PBS

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- check patient details and prescription details to verify that prescriptions are complete and valid
- enter prescription information and use dispensary software for a range of dispensing tasks
- refer to pharmacist to check patient record for each prescription
- follow dispensary procedures to assemble, label and check prescribed items
- plan and carry out dispensing tasks to meet dispensary workflow requirements
- recognise and act on software alerts or respond to other contingencies by referring to the pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include client interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy dispensary policies and procedures
- a dispensary software system
- a range of real or simulated customer prescriptions with different requirements
- a range of Pharmacist Only Medicines and related dispensing equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

appropriate for this unit:

- observation of the candidate in the dispensary:
 - assisting a dispensing pharmacist by performing a range of dispensing tasks, over sufficient time to demonstrate handling of a range of contingencies
 - using dispensary software
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance assisting with dispensary operations.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Patient details may include:

- address
- allergies
- any other contact
- body weight
- concessional entitlements
- date of birth
- home telephone or mobile number
- name
- Medicare number.

Prescription details may include:

- advised substitution options
- authority approval
- date
- doctor's signature
- prescription requirements
- controlled drug requirements.

Prescription may include:

- PBS prescriptions
- private prescriptions
- electronic or hard copy format.

- Patient record*** may include:
- dispensing history for consistency of treatment
 - evidence of misuse
 - interactions with other medications
 - labels
 - repeats.
- Cautionary and advisory labels*** may include:
- warning against undesirable effects, including interactions with other medicines or foods
 - being designed to maximise efficacy in the use of medications.
- Important information*** may include:
- batch number
 - expiry date
 - name
 - strength.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS404 Assist in dispensary stock control

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPDIS004A Assist in dispensary stock control.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain a dispensary stock control system.

Application of the Unit

This unit applies to dispensary assistants working in the dispensary area of a community pharmacy.

A person undertaking this role is required to work under the direct supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCDIS303 Assist in dispensing prescriptions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source and order dispensary stock.	1.1. Identify <i>dispensary stock</i> requirements. 1.2. Obtain information on stock availability, cost and delivery capacity. 1.3. Seek pharmacist approval for stock orders to meet stock maintenance requirements. 1.4. Place orders for dispensary items within required timelines.
2. Receive dispensary stock.	2.1. Check that cold chain items have maintained their optimum temperature during transport and report unacceptable quality to the pharmacist. 2.2. Follow <i>dispensary procedures</i> when handling and storing received dispensary stock. 2.3. Inspect stock quantities and quality against order and identify and report order discrepancies or unacceptable quality to pharmacist. 2.4. Record and maintain dispensary stock control information. 2.5. Label or ticket dispensary stock as required. 2.6. Alert a pharmacist to the delivery of controlled drugs.
3. Store dispensary stock.	3.1. Identify and follow dispensary product layout when placing stock on shelves or storage locations. 3.2. Monitor and maintain <i>storage conditions</i> to ensure product integrity and to meet legal requirements. 3.3. Apply product security procedures.
4. Assist in controlling dispensary stock levels.	4.1. Identify and confirm working stock levels with pharmacist. 4.2. Implement <i>dispensary stock control procedures</i>. 4.3. Implement stocktaking procedures. 4.4. Investigate, resolve and report on stock discrepancies.
5. Collect and dispose of dispensary stock waste.	5.1. Label and report expired, damaged or returned stock to a pharmacist. 5.2. Sort waste and seek pharmacist approval to reject out-of-date, damaged or excess dispensary stock items, according to dispensary procedures. 5.3. Handle and <i>dispose</i> of dispensary stock and waste under

pharmacist supervision and according to dispensary procedures.
5.4.Update dispensary stock records following disposal.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - seek pharmacist approval for stock orders and confirm working stock levels
 - alert pharmacist to the delivery of controlled drugs
 - report discrepancies, unacceptable quality and expired, damaged and returned stock through clear and direct communication
 - ask questions to identify and confirm requirements
- initiative and enterprise skills to follow environmental protection practices, such as:
 - identifying and handling products, including:
 - damaged, contaminated or deteriorated stock
 - routine handling of products
 - special handling as required
 - disposing rejected dispensary items according to dispensary procedures
 - minimising waste
- literacy skills to:
 - check order and delivery documentation
 - record and maintain stock information
- numeracy skills to:
 - count and reconcile stock levels
 - calculate stock necessary to maintain required levels
 - review and compare information on stock cost
- planning and organising skills to:
 - receive and store stock in a timely manner
 - conduct dispensary stocktakes
 - maintain storage areas to meet good housekeeping requirements
 - plan and organise own work to meet dispensary stock control requirements
 - organise product return and recall
- problem-solving skills to:
 - maintain stock levels
 - handle and dispose of unused or returned dispensary stock
- technology skills to use dispensary databases and information systems

Required knowledge

- dispensary databases and information systems to support management of supplier information and process for ordering goods
- dispensary layout and storage locations for dispensary items, including requirements for storing scheduled medicines
- dispensary procedures relating to stock control
- financial implications of stock level control
- personal role boundaries and responsibilities for maintaining and controlling dispensary stock
- purpose of batch numbering and expiry dates on pharmaceutical products

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan and carry out work to meet dispensary stock control requirements
- apply pharmacy procedures and codes of practice in regard to dispensary stock control
- follow contingency control procedures, including procedures for returning pharmacy products to supplier or manufacturer and procedures for returning unwanted medicines from customer to pharmacy
- recognise and act on situations requiring referral to a pharmacist
- maintain housekeeping standards in the dispensary stores area.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include interruptions and involvement in other related activities normally expected in the pharmacy dispensary area.

Assessment must ensure access to:

- relevant pharmacy procedures
- relevant codes of practice or guidelines
- dispensary stock control record-keeping systems
- relevant documentation, such as:
 - purchase orders
 - invoices and statements
 - packing slips
 - credit slips
 - standing orders
 - electronic data interchange (EDI) forms
- a range of medicines and related equipment
- storage capacity appropriate to a dispensary.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner:
 - performing a range of dispensary stock control tasks over sufficient time to demonstrate handling of a range of contingencies
 - storing and handling a range of items, including scheduled items requiring storage in secure areas and items with special handling and storage requirements
 - using dispensary information systems
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dispensary stock may include:

- scheduled products
- products requiring special handling, e.g. refrigerated stock
- raw materials for compounding.

Dispensary procedures may include:

- cold chain requirements
- dispensary access
- dispensary housekeeping checklist and personal responsibilities
- identification and handling of products
- maintaining security of dispensary stock
- ordering and receiving dispensary stock
- work health and safety (WHS) in the dispensary
- performing dispensary stocktakes
- product return and recall
- waste handling, sorting and disposal.

Storage conditions may include:

- location
- cold chain requirements
- temperature, humidity, light and security
- ventilation
- storage of hazardous substances.

Dispensary stock control procedures may include:

- maintaining storage conditions
- rotating dispensary stock
- keeping dispensary stock undamaged
- monitoring expiry dates
- assisting in dispensary stock selection
- maintaining current shelf labels
- maintaining stock levels within budget.

Dispose may include:

- returning to supplier
- safe destruction according to pharmacy policy, legislative requirements and environmental protection guidelines
- disposal service.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS405 Assist in dispensary administration

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist the pharmacist by completing administration tasks within a community pharmacy dispensary.

Application of the Unit

This unit applies to dispensary assistants working in the dispensary area of a community pharmacy. Administrative tasks are limited to functions that do not require the exercise of professional pharmaceutical judgement. They reflect a context of compliance with legislation affecting community pharmacies, Pharmacy Board of Australia Guidelines, and requirements of Medicare Australia and the Pharmaceutical Benefits Scheme (PBS).

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCDIS303 Assist in dispensing prescriptions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Perform general administrative tasks.

- 1.1. Complete administrative tasks using dispensary systems and following established procedures.
- 1.2. Maintain supplies of consumable items.
- 1.3. Maintain safe, uncluttered and hygienic dispensary work and storage areas.

2. Maintain the dispensary computer system.

- 2.1. Perform ***routine computer maintenance***.
- 2.2. Regularly update dispensing system data to ensure its accuracy and currency.
- 2.3. Generate ***dispensary reports*** as needed.
- 2.4. Inform pharmacist in charge of changes to the data stored in the dispensary information system.
- 2.5. Maintain confidentiality of dispensary information where required.

3. Prepare PBS claims.

- 3.1. Close off at ***regular intervals*** claim period for prescriptions, as directed by the supervising pharmacist and to meet Medicare Australia and PBS claim reimbursement timelines.
- 3.2. Check prescription forms to ensure they have been signed and dated by the patient or agent.
- 3.3. Ensure ***required PBS claims information*** has been included on each item being claimed.
- 3.4. Collate prescriptions into ***patient groups***.
- 3.5. Check serial numbers and refer missing serial numbers to the pharmacist in charge.
- 3.6. Refer completed hard and soft copy claims data to pharmacist in charge for sign-off, and forward to Medicare Australia.

4. Reconcile Medicare Australia payments.

- 4.1. Check Medicare Australia payments against data lodged by the pharmacy for the claim period.
- 4.2. Identify out-of-period adjustments from prior claims and refer to pharmacist in charge.
- 4.3. Confirm that payments claimed have been received and refer any outstanding payments to pharmacist in charge.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - inform pharmacist in charge of changes to data stored in the dispensary administration system
 - seek direction from and refer anomalies to pharmacist in charge when preparing and reconciling PBS claims
- initiative and enterprise skills to follow environmental protection practices, such as:
 - disposing of rejected dispensary items according to dispensary procedures
 - minimising waste
- literacy skills to:
 - check and collate prescription forms
 - check Medicare Australia and PBS claims documentation
 - check dispensary information
 - follow dispensary procedures
- numeracy skills to reconcile Medicare Australia payments against data lodged by the pharmacy
- planning and organising skills to:
 - maintain storage areas to meet good housekeeping requirements
 - plan and organise own work to meet dispensary stock control requirements
- teamwork skills to support the dispensary team under the direction of the pharmacist in charge
- technology skills to use dispensary databases and information systems to:
 - complete online PBS claims information
 - produce reports
 - update dispensary data as directed by the pharmacist in charge

Required knowledge

- dispensary databases and information systems
- dispensary procedures relating to:
 - computer maintenance
 - general housekeeping
 - ordering consumables
 - preparing Medicare Australia claims documentation
 - protecting customer privacy
 - reconciling Medicare Australia payments against claims lodged by the pharmacy

- waste disposal
- key features of the PBS
- Medicare Australia claims procedures, including:
 - submitting an online claim form
 - preparing and submitting the paper claim
 - required claim information, including:
 - prescription identification
 - serial numbers
 - Repatriation Pharmaceutical Benefits Scheme (RPBS) prescriptions for items not included in the PBS or RPBS Schedule

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan and perform general administration tasks as directed by the pharmacist in charge
- perform routine computer maintenance and update dispensary system information
- prepare PBS claims for signing by the pharmacist in charge
- reconcile Medicare Australia payments and report anomalies to the pharmacist in charge.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include interruptions and involvement in other related activities normally expected in the pharmacy dispensary area.

Assessment must ensure access to:

- relevant dispensary procedures
- relevant codes of practice or guidelines
- dispensary information systems
- relevant PBS claims documentation.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the learner: • performing a range of dispensary administration tasks over sufficient time to demonstrate handling of a range of contingencies • using dispensary information systems • written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge • review of portfolios of evidence and third-party workplace reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Routine computer maintenance</i> may include:	• regular data back-up • downloading virus software updates • keeping the dispensing program on the computer system up-to-date • general maintenance.
<i>Dispensary reports</i> may include:	• clinical reports • financial reports • online claims reports.
<i>Regular intervals</i> may include:	• weekly • fortnightly • monthly.
<i>Required PBS claims information</i> may include:	• up-to-date online data for each claims period • prescriptions endorsed, signed and dated by the patient with a sticker or stamp indicating: • serial number for the claim • price claimed for: • elected PBS prescriptions

- exceptional PBS prescriptions
 - RPBS prescriptions
 - confirmation that the PBS prescription is endorsed
 - claim for a glass dropper where applicable
 - any clarification of the prescription to assist Medicare Australia payment processing.
- Patient groups** may include:
- prescriptions collated and put into serial number order in patient groups, including:
 - doctor's bag
 - concession
 - entitlement
 - general
 - repatriation.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS406 Assist in preparing dose administration aids

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPDIS005A Assist in preparing dose administration containers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to package or pre-pack pharmaceutical products in dose administration aids (DAAs) under the direction of a pharmacist. It includes setting up pre-packaged doses of prescribed medicines to be administered over set periods. This may be for new and ongoing individual customers or for multiple customers in residential care settings.

Application of the Unit

This unit applies to dispensary assistants working in the dispensary area of a community pharmacy. The pharmacist in charge of the community pharmacy business is responsible for ensuring that dispensary assistants are limited to those functions that do not require them to exercise professional judgement or discretion.

A person undertaking this role is required to work under the supervision and direction of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCDIS303 Assist in dispensing prescriptions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Prepare to package medicine into dose administration aids.

- 1.1 Follow the ***pharmacy process*** for dealing with a new DAA patient where relevant.
- 1.2 Follow ***safety requirements and personal hygiene procedures*** prior to and during packing.
- 1.3 Check dose administration and ***packaging documentation***, instructions and procedures.
- 1.4 Set up ***packaging containers***, other consumables and ***equipment***.
- 1.5 Confirm that all dispensed patient medicines are available and identify requested medications that are not suitable for packing in a DAA.

2. Pack dose administration aids.

- 2.1 Prepare and attach labels to header cards.
- 2.2 Fill DAAs according to the record of medications to be packed for each patient and pharmacist instructions.
- 2.3 Include Consumer Medicine Information (CMI) with patient DAAs where relevant.
- 2.4 Ensure all medications requested by the patient but not packed in the DAA are provided with the DAA.
- 2.5 Present filled containers, any additional medications, CMI and each patient's record of medications for evidence checking by a pharmacist to ensure all requested medications are assembled.
- 2.6 Sign off on document and pack filled containers.

3. Perform dose administration and maintenance activities.

- 3.1 Store filled DAA orders in designated area awaiting collection or delivery.
- 3.2 Follow ***pharmacy procedures*** to clean and maintain the dose administration area.
- 3.3 Maintain and follow ***dispensary system*** for recording the filling of DAAs.
- 3.4 Make changes to DAAs already provided to patients as directed

by pharmacist.

3.5 Dispose of **waste** according to environmental requirements, patient privacy protocols and pharmacy waste management procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - seek and respond to direction from a pharmacist
 - request that a pharmacist checks off filled dose aids
- initiative and enterprise skills to follow environmental protection practices, such as the identification and handling of products, including:
 - handling and storage requirements of dispensed items
 - medicine storage and handling requirements
 - safe disposal of waste according to pharmacy waste management procedures
- literacy skills to:
 - confirm packing requirements
 - record information and prepare labels in plain English
 - follow procedures for preparing packaging containers and related equipment
 - follow procedures to respect and maintain privacy and confidentiality of patient information
 - apply prescription or medication record chart requirements
- planning and organising skills to:
 - meet packing workflow requirements
 - pack and label DAAs
 - maintain dispensary packing area to meet housekeeping requirements
- teamwork skills to:
 - work effectively under the direction of a pharmacist
 - work with other staff
- technology skills to use dispensary software to record packing details

Required knowledge

- protocols of the dispensary area:
 - checklist and responsibilities for DAA preparation, cleaning and maintenance
 - system for recording the filling of DAAs
 - workflow and layout

- features and operating requirements of DAA equipment
- information to be displayed on DAAs
- industry guidelines for packing DAAs
- pharmacy procedures relating to:
 - accessing and maintaining security of the dispensary
 - disposing of rejected dispensary items according to dispensary procedures, with particular attention to:
 - minimising waste
 - maintaining confidentiality of patient information on waste containers
 - environmental protection practices
 - safety requirements and personal hygiene requirements
- properties, characteristics and applications of different DAAs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply personal hygiene practices and maintain housekeeping and waste disposal standards in the dispensary packing area
- follow pharmacy procedures relating to filling DAAs
- pack medicines into DAAs, prepare and attach labels, and reconcile dispensed medicines with DAA packed medicines
- locate DAAs and ensure that dispensed medicines for filling meet DAA packing workflow requirements
- maintain dispensary DAA record system.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for the preparation of DAAs.

Assessment must ensure access to:

- relevant pharmacy procedures
- relevant industry guidelines
- dispensary stock control record-keeping systems
- relevant documentation, such as:
 - drug charts
 - industry guidelines for packing DAAs
 - patient or customer medication profiles
 - prescriptions
 - service contracts
- a range of dispensed medicines
- DAAs and related packaging equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner working as part of a dispensary team to:
 - set up and maintain DAA preparation area
 - prepare and check filled DAAs
 - perform DAA-related dispensary tasks
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy process may include:

- confirming that contents of items to be packed are suitable for placing in a DAA
- creating packing records
- providing:
 - information about the service

Safety requirements and personal hygiene procedures may include:

- advice about how to use the DAA.
- hand washing
- tying back long hair or using hairnets
- using antibacterial wipes
- using tweezers
- wearing gloves and other protective clothing.

Dose administration and packaging documentation may include:

- drug charts
- industry guidelines for packing DAAs
- patient or patient medication profiles
- service contracts
- orders.

Packaging containers may include:

- tamper-proof DAAs and containers
- blister packs
- re-usable dosette boxes.

Equipment may be operated manually or automatically and may include:

- automated filling equipment
- counter trays
- heat or press sealing equipment
- irons
- pill splitters
- tweezers.

Labels may include:

- ancillary cautionary and advisory labels for the particular substance, where appropriate
- required DAA label information, including:
 - pharmacy name and address
 - phone number
 - consumer name
 - active ingredients
 - brand name
 - strength
 - directions for use
 - packing date
 - date of commencement
 - typical characteristics of the medicine, such as shape or colour
- signature of packer and checker.

Pharmacy procedures for cleaning and maintaining may include:

- disinfecting equipment
- cleaning work surfaces and equipment
- checking that work surfaces and equipment are undamaged
- checking equipment calibration
- storing packaging equipment.

Dispensary system may include:

- a record for each patient that includes:
 - current medications and their doses
 - items not supplied in the DAA
 - details of any significant communications with the prescriber
- a log of all DAAs packed, and then checked by the pharmacist.

Waste may include:

- packaging materials
- unused medications in returned DAAs
- unused hard copy DAA packing records
- unwanted:
 - used DAA header cards
 - packing records.

Unit Sector(s)

Not applicable.

Competency field

Dispensary

SIRCDIS407 Assist in preparing extemporaneous prescriptions

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPDIS006A Assist in preparing extemporaneous prescriptions.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist a pharmacist to prepare ingredients and prepare non-sterile extemporaneous pharmaceutical products from fixed formulas.

Application of the Unit

This unit applies to dispensary assistants working in the dispensary area of a community pharmacy.

All tasks are performed according to pharmacy dispensary procedures and under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCDIS303 Assist in dispensing prescriptions

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare to measure and mix ingredients.	1.1.Obtain the <i>compounding worksheet</i> and seek additional direction from the pharmacist where relevant. 1.2.Confirm that compounding work area is ready for use. 1.3.Select <i>measuring and mixing equipment</i> appropriate for the task and set up ready for use. 1.4.Select and fit appropriate <i>personal protective equipment and clothing</i>. 1.5.Follow <i>personal hygiene procedures</i> in preparation for handling materials. 1.6.Follow <i>dispensary procedures</i> for each stage of assisting in preparing extemporaneous prescription medicines.
2. Collect and measure required ingredients.	2.1.Identify ingredient requirements specified by the compounding worksheet. 2.2.Locate and collect raw materials. 2.3.Measure ingredient quantities to meet worksheet requirements.
3. Prepare compounded products.	3.1.Prepare ingredients by grinding, milling or heating as required to meet worksheet requirements. 3.2.Combine ingredients as required to meet worksheet requirements. 3.3.Inspect prepared product to confirm product quality. 3.4.Confirm labelling and advice requirements with pharmacist and prepare labels. 3.5.Collect dispensing containers as specified by pharmacist. 3.6.Attach labels and other relevant cautionary and advisory information to containers as directed. 3.7.Transfer final <i>compounded product</i> to labelled containers. 3.8.Supply completed compound items, prescription and worksheet to a pharmacist for verification. 3.9.Check pharmacist worksheet calculations and alert pharmacist to any discrepancies.
4. Maintain the compounding	4.1.Return unused ingredients to storage and adjust stock records as required.

- materials and work area.
- 4.2. Maintain inventory levels of raw materials and disposable equipment.
- 4.3. Monitor **storage conditions** to ensure product integrity is maintained.
- 4.4. Dispose of waste according to environmental requirements and pharmacy **waste management** procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - provide relevant information to a pharmacist
 - seek and respond to direction from a pharmacist
- initiative and enterprise skills to follow environmental protection practices, such as safely disposing of waste according to pharmacy waste management procedures
- literacy skills to:
 - interpret and follow pharmacy procedures
 - interpret compounding worksheets and any additional pharmacist directions
 - prepare labels in plain English
 - record prescription information using appropriate pharmacopoeia name or active ingredient and quantity
- numeracy skills to:
 - follow pharmaceutical numerical conventions when recording quantities and units of measurement
 - measure ingredients accurately
- planning skills to plan and organise work to meet compounding workflow requirements
- teamwork skills to work in a dispensary team under the direction of a pharmacist
- technology skills to:
 - package and label extemporaneous prescription items consistent with protocols and procedures
 - select and use appropriate mixing equipment, tools and techniques
 - use measuring instrumentation

Required knowledge

- care and storage requirements for compounding equipment
- dispensary procedures relating to assisting a pharmacist in the preparation of extemporaneous prescription medicines
- equipment calibration schedules and responsibilities, and procedures for checking calibration

- cleaning methods and procedures for:
 - use with water-based ingredients
 - use with oil-based ingredients
 - disinfecting equipment and surfaces

common terms and abbreviations used in prescription writing as detailed in the Australian Pharmaceutical Formulary and Handbook (APF) of the Pharmaceutical Society of Australia

- compounding work area equipment and layout
- hazards and control methods associated with cross-contamination
- methods to measure liquids, including accurate reading of meniscus
- mixing techniques to achieve even distribution of ingredients, including levigation
- work health and safety (WHS) information and procedures, including:
 - hazards and risks associated with materials and handling processes to be used
 - information, such as chemical hazard codes and symbols
 - location and purpose of material safety data sheets (MSDS)
- personal limitations and responsibilities of the pharmacy assistant assisting a pharmacist preparing extemporaneous prescriptions
- properties and characteristics of ointments, creams, gels and pastes
- housekeeping checklist and responsibilities
- raw material characteristics, including:
 - quality or grades
 - forms
 - strengths
- storage conditions for ingredients before and after compounding

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when assisting with the preparation of extemporaneous prescriptions
- apply relevant WHS and personal hygiene practices
- communicate effectively with a pharmacist to meet compounding requirements
- follow procedures for handling and storing dispensary materials
- maintain housekeeping standards in the compounding area

	and handle and dispose of waste according to environmental and waste handling procedures • plan and carry out work to meet compounding workflow requirements.
Context of and specific resources for assessment	Assessment must ensure that competency is: • consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment • demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary layout and equipment requirements for supplying extemporaneous prescriptions. Assessment must ensure access to: • relevant pharmacy procedures • access to state and territory legislation and guidelines where appropriate • dispensary record-keeping systems • relevant documentation, such as: • real or simulated prescriptions • compounding worksheets • raw materials or ingredients and storage areas • cleaning and disinfecting materials and equipment • clothing and equipment that ensure WHS.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • a qualified workplace assessor or a technical expert working in partnership with the assessor to observe the dispensary assistant performing a range of compounding activities • written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge • review of third-party reports and evidence that indicate the completion of timely and accurate workplace documentation and records relevant to compounding operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Compounding worksheet may include:

- data fields, such as:
 - date
 - formula name
 - formula source
 - ingredients
 - quantities
 - source
 - batch number
 - expiry date
 - procedure and notes
 - prescribing doctor
 - copy of label
 - signature.

Measuring and mixing equipment may include:

- heating equipment
- mixing slabs
- mortar and pestle
- tweezers
- syringes
- spatulas and mixing rods
- volumetric containers, such as beakers and measuring cylinders.

Personal protective equipment and clothing may include:

- closed footwear
- face masks
- hairnets
- gloves
- lab coats
- safety glasses or goggles.

Personal hygiene procedures may include:

- no food or drink in the compounding work area
- no food stored next to ingredients used in compounding
- no jewellery or cosmetics, such as hand moisturiser or nail polish
- tying back hair or using a hairnet
- washing hands before and after compounding.

Dispensary procedures may

- checking worksheet calculations

include:

- confirming quality requirements are met
- filling compounded products into dispensary containers and preparing and attaching labels and relevant cautionary advice
- mixing ingredients
- protecting safety of self and product
- selecting required equipment and preparing it for use
- selecting measuring instrumentation appropriate to the volumes required.

Compounded products may include:

- one-off products prepared for a specific patient to an extemporaneous prescription, such as:
 - dermatological preparations (simple creams)
 - Australian Pharmaceutical Formulary and Handbook formulations for both adults and children
 - reconstituted products
 - combined proprietary products
 - modified formulations, e.g. to remove colours or preservatives.

Storage conditions may include:

- clearly displayed expiry dates on stock
- containers that are tightly sealed
- locations that protect product from light, humidity and heat
- temperature-controlled storage.

Waste management may include:

- following dispensary procedures to dispose of materials that could be hazardous to the environment
- sorting waste according to waste disposal requirements, e.g. placing sharps in designated container
- using spill-control procedures as required.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCDIS408 Coordinate service to patients in residential care settings

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain relationships with residential care providers to provide an ongoing service and supply of prescription medications and other pharmacy products to their residents.

The unit covers coordinating the ongoing supply of Pharmacy Medicines (S2), Pharmacist Only Medicines (S3) and unscheduled medicines and products to meet residents' needs. It requires complying with trading terms and servicing key provider contacts to maintain timely, quality service.

Application of the Unit

This unit applies to dispensary assistants who may be responsible for coordinating dispensary and wider pharmacy services to residential care providers.

A person undertaking this role is required to work under the supervision and direction of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

SIRCDIS406 Assist in preparing dose administration aids

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Maintain close contact with residential care providers.

- 1.1. Confirm relevant contact personnel for each residential care provider.
- 1.2. Act as a contact person to coordinate overall pharmacy service to residential care facility customer.
- 1.3. Initiate regular contact to improve service efficiency.

2. Identify and respond to residential provider service requirements.

- 2.1. Consult relevant customer contacts to review specific residential care provider ordering needs.
- 2.2. Outline and confirm trading terms for residential care customer.
- 2.3. Confirm pricing policy and procedures.

3. Maintain services to residential care facilities.

- 3.1. Receive pharmacy notifications when residents are admitted or re-admitted to the care facility.
- 3.2. Negotiate and coordinate arrangements for receiving and filling regular residential facility orders.
- 3.3. Follow pharmacy procedures to assist pharmacist to regularly review patients' medicines and ensure reconciliation with each patients' medication chart.
- 3.4. Follow pharmacy procedures for supply of stock medicines to residential care facilities and to maintain a stock control system.
- 3.5. Assist pharmacist to monitor adverse drug reactions (ADR), adverse drug events (ADE) and therapeutic drug monitoring (TDM) where requested.
- 3.6. Coordinate delivery schedule, including emergency deliveries and persons authorised to receive the delivery.
- 3.7. Negotiate a system to notify the pharmacy of all changes in individual patient medication regimens in a timely manner.
- 3.8. Liaise with the director of nursing in the residential care facility

or other nominated person to identify information and education needs.

4. Perform relevant administrative tasks.
 - 4.1. Maintain an accurate, complete and comprehensive record of medicines for each resident.
 - 4.2. Maintain and follow the ***pharmacy system for recording and reporting medication-related incidents***.
 - 4.3. Ensure pharmacy maintains a current contract with ***appropriate references*** for each facility serviced.
 - 4.4. Follow pharmacy timelines and procedures to input data, raise and forward invoices, and reconcile payments received.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - confirm trading terms, pricing policies and other relevant procedures with customers
 - consult with and build relationships with key contacts in residential care providers
 - provide information to and seek direction from the pharmacist in charge
 - explain residential care customer requirements to relevant pharmacy staff
- learning skills to maintain currency of knowledge of:
 - the pharmacy range of Pharmacy Medicines and unscheduled medicines
 - pharmacy systems and procedures
- literacy skills to:
 - check contracts
 - check orders
 - follow pharmacy procedures
 - maintain records
 - reconcile patient medication charts
- numeracy skills to:
 - check invoices
 - reconcile quantities of medicines ordered with quantities supplied
- planning and organising skills to:
 - coordinate timely service to residential care customers
 - coordinate deliveries
- problem-solving skills to respond to emergency orders
- self-management skills to prioritise own work schedule to meet the service timelines of pharmacy residential care customers

- teamwork skills to:
 - work effectively under the direction of a pharmacist
 - work with other staff
- technology skills to use pharmacy systems to:
 - maintain relevant online records
 - prepare invoices for residential care customers

Required knowledge

- pharmacy policy and procedures for and services to residential care facilities
- pharmacy list of residential care facilities and contractual arrangements with each facility
- nominated contact person for each residential care facility
- pharmacy systems for:
 - scheduling regular and emergency medicine deliveries
 - maintaining patient records
 - recording and reporting medication-related incidents
 - invoicing patients in residential care facilities
- trading terms

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

act as a contact person to coordinate quality pharmacy services to residential care facility customers

- negotiate with the pharmacist and relevant pharmacy staff and coordinate the receipt of orders and timely supply of medicines to residential care customers
- perform administrative tasks to maintain dispensary information relating to residential care facility services
- prepare invoices and reconcile payments received from residential care customers
- coordinate and schedule regular and emergency deliveries to residential care facilities.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership

with the assessor as described in the assessment

- demonstrated in a real workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include interruptions and involvement in other related activities normally expected in the pharmacy dispensary area.

Assessment must ensure access to:

- a range of residential care facilities with contractual arrangements for the supply of medicines to patients
- dispensary technology and software
- relevant pharmacy systems and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner:
 - performing a range of coordination tasks over sufficient time to demonstrate handling of a range of contingencies
 - using the dispensary technology to service residential care facilities
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy system for recording and reporting medication-related incidents may include:

- incident register with:
 - the following mandated fields:
 - date
 - incident
 - recorded by
 - action needed

- actioned by
- date resolved
- the following optional fields:
 - incident report number
 - additional information
- incident report, including:
 - pharmacy name
 - report number
 - date and time of report
 - date and time of incident
 - individual's details, if required for follow-up
 - nature of incident
 - specific action taken
 - follow-up required
 - report distribution information.

Appropriate references may include:

- arrangements for change of contract to another service provider
- provision of:
 - education
 - services
 - stock control
 - storage
- requirements for improving medication-related services
- roles and responsibilities of the residential care facility and the pharmacy.

Unit Sector(s)

Community Pharmacy

Competency field

Dispensary

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines. New functional area. Unit descriptor expanded to define regulatory environment. Application statement expanded to define scope and boundaries of the pharmacy assistant role. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to support the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers, suggesting Pharmacy Medicines and unscheduled medicines. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines and Pharmacist Only Medicines.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Identify and locate scheduled medicines in the pharmacy.	1.1. Follow pharmacy procedures that address <i>legal requirements and industry standards</i> for the supply of medicines and products to <i>customers</i> in community pharmacies.
	1.2. Identify medicines, storage locations and requirements according to the <i>Standard for the Uniform Scheduling of Medicines and Poisons</i> (SUSMP).
	1.3. Identify common medicine categories for which Pharmacy Medicines or Pharmacist Only Medicines are available.
2. Assess customer needs.	2.1. Follow pharmacy <i>protocols and procedures</i> to determine customer needs, applying tact and discretion when collecting information.
	2.2. Assess response from customer.
	2.3. Identify and act on <i>triggers for referral to a pharmacist</i> .
3. Supply scheduled medicines.	3.1. Apply pharmacy procedures for complying with the conditions relating to the supply of scheduled medicines.
	3.2. Supply medicines and products to meet customer needs where relevant.
	3.3. Finalise supply of Pharmacy Medicines and Pharmacist Only Medicines and products to customers following pharmacist provision of therapeutic advice.
	3.4. Access relevant <i>information sources</i> to provide product, lifestyle and self-care advice to customers and check customer understanding.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - obtain and provide information
 - confirm understanding
 - suggest and supply medicines and products
 - ask questions to identify and confirm requirements
- learning skills to maintain currency of the schedule of the SUSMP
- literacy skills to:
 - follow pharmacy protocols and procedures
 - interpret information on product labels
 - record customer information
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technology skills to access and use information systems required by the role

Required knowledge

- broad factors taken into account when determining scheduling, e.g. quantities and concentration of active ingredients in packaged medicine
- common problems or health conditions for which Pharmacy Medicines or Pharmacist Only Medicines are used
- health privacy principles
- legal requirements and pharmacy procedures for positioning and advertising scheduled items in a pharmacy
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to Pharmacy Medicines and Pharmacist Only Medicines, including:
 - maintaining privacy and confidentiality of customer information
 - referring to a pharmacist
 - supplying Pharmacy Medicines and Pharmacist Only Medicines
- roles of the:
 - Advisory Committee in Chemicals Scheduling
 - Advisory Committee on Medicines Scheduling
 - Therapeutic Goods Administration (TGA) in approving registration of new medicines
- sources of information on scheduled medicines
- system for scheduling medicines
- schedule of medicines, including:

- Pharmacy Medicine (S2)
- Pharmacist Only Medicine (S3)
- Prescription Only Medicine (S4)
- Caution (S5)
- Poison (S6)
- Dangerous Poison (S7)
- Controlled Drug (S8)
- Prohibited Substance (S9)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply knowledge of commonly requested medicines scheduled as Pharmacy Medicines and Pharmacist Only Medicines
- follow pharmacy protocols and procedures to identify customer supply needs
- operate within the role boundaries that apply to a pharmacy assistant and follow pharmacy protocols and procedures when supplying Pharmacy Medicines and Pharmacist Only Medicines
- refer all requests for Pharmacist Only Medicines to a pharmacist, and recognise and act on other triggers for referral.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines and Pharmacist Only Medicines
- typical pharmacy storage locations, shelf facings and signage for a community pharmacy, including unscheduled medicines, Pharmacy Medicines and Pharmacist Only Medicines
- pharmacy protocols and procedures
- relevant regulations and guidelines
- relevant documentation, such as:
 - consumer product information
 - self-care advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying tact and discretion when collecting information from and providing information to customers
 - following pharmacy procedures when supplying Pharmacy Medicines and Pharmacist Only Medicines
 - responding to product and symptom-based requests
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills required to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

accessibility of the item, and local industry and regional contexts) may also be included.

Legal requirements and industry standards may vary between States and Territories and may include:

- consumer law, environmental law, work health and safety (WHS); and welfare law drugs, poisons and controlled substances legislation
- Health Act and related regulations
- Pharmacy Board of Australia guidelines and directives
- pharmacy and pharmacist Acts and related regulations
- Pharmaceutical Society of Australia's Professional Practice Standards
- privacy legislation
- Therapeutic Goods Administration guidelines and requirements
- SUSMP.

Customers may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Standards for the Uniform Scheduling of Medicines and Poisons may include:

- general sales medicines (unscheduled)
- Pharmacy Medicine (S2)
- Pharmacist Only Medicine (S3)
- Prescription Only Medicine (S4)
- Controlled Drug (S8).

Protocols and procedures may include:

- questioning the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - other medications being used by the customer
 - if the customer has seen a doctor in the past 12 months
- assessing:

Triggers for referral to a pharmacist may include:

- customer responses to questions
- own confidence that the product or service requested by the customer or recommended by the pharmacy assistant is right for the customer's symptoms.
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- customer who appears to be:
 - sick
 - confused
 - uncertain
 - dissatisfied
 - angry
 - under the influence of drugs or alcohol
- personal concern regarding the accuracy of the information given by the customer
- request for Pharmacist Only Medicine.

Information sources may include:

- self-care and health-care information
- product brochures and leaflets supplied by a pharmacist
- manufacturer information
- Consumer Medicine Information (CMI) website and phone line
- industry and professional publications.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS302 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS010A Assist in the management of pharmacy and pharmacist-only medicines. New functional area. Unit descriptor expanded to define regulatory environment. Application statement expanded to define scope and boundaries of the pharmacy assistant role. No change to the overall scope of outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to support the management of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). It covers an understanding of pharmacy standards, protocols and procedures to ensure they are maintained to reflect scheduling changes and so that procedures are effectively implemented by staff.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers suggesting Pharmacy Medicines (S2) and unscheduled medicines. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines and Pharmacist Only Medicines.

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Maintain protocols and procedures in response to changes in scheduling of Pharmacy Medicines and Pharmacist Only Medicines.

- 1.1. Identify the system used to ensure the supply of Pharmacy Medicines and Pharmacist Only Medicines complies with current regulations and pharmacy protocols.
- 1.2. Identify pharmacy medicines, storage locations and requirements according to the ***Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)***.
- 1.3. Apply pharmacy protocols and procedures relating to the supply of Pharmacy Medicines and Pharmacist Only Medicines.
- 1.4. Participate in updating protocols and procedures for the supply of Pharmacy Medicines and Pharmacist Only Medicines.
- 1.5. Monitor location and shelf facings for Pharmacy Medicines and Pharmacist Only Medicines to meet scheduling requirements.

2. Support the implementation of protocols and procedures relating to the sale of Pharmacy Medicines and Pharmacist Only Medicines.

- 2.1. Identify and address ***training needs*** to support the sale of Pharmacy Medicines and Pharmacist Only Medicines.
- 2.2. Provide current information on pharmacist-approved protocols and procedures in formats accessible and appropriate to staff.

2.3. Model the implementation of pharmacy protocols and procedures to demonstrate appropriate work behaviour and practice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - refer to the pharmacist
 - convey information to other staff members
- learning skills to identify and locate information on changes to scheduling of medicines
- literacy skills to interpret changes to medicine schedules
- planning and organising skills to:
 - identify and respond to staff training needs to support the supply of Pharmacy Medicines and Pharmacist Only Medicines as appropriate
 - oversee stock locations, shelf facing and other considerations appropriate to product schedule
- self-management skills to work within personal role boundaries and responsibilities to assist the pharmacist in charge to manage the supply of Pharmacy Medicines and Pharmacist Only Medicines
- teamwork skills to act as a mentor to others in order to support compliance with regulations relating to the sale of Pharmacy Medicines and Pharmacist Only Medicines
- technology skills to access and update relevant information systems on Pharmacy Medicines and Pharmacist Only Medicines

Required knowledge

- ethical sales principles relating to the supply of Pharmacy Medicines and Pharmacist Only Medicines
- pharmacy protocols and procedures relating to Pharmacy Medicines and Pharmacist Only Medicines
- pharmacy staff development and training options
- regulations governing the supply of Pharmacy Medicines and Pharmacist Only Medicines and internal systems to ensure these requirements are met
- regulations regarding the positioning and advertising of scheduled medicines within the pharmacy
- sources of information on scheduled medicines
- stock management responsibilities and procedures, including:
 - stock rotation
 - stock disposal

- stock placement
- merchandising and advertising requirements and restrictions
- shelf facings and related product information
- system for scheduling medicine, including:
 - role of the Therapeutic Goods Administration (TGA) in approving sale of new medicines
 - role of the Pharmacy Board of Australia in setting standards for the supply of Pharmacy Medicines and Pharmacist Only Medicines
 - broad factors taken into account when determining scheduling, such as quantities and concentration of active ingredients in packaged medicine
 - types of scheduled medicine

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Evidence of the ability to:

- source current advice on scheduled medicines and identify changes to the scheduling of Pharmacy Medicines and Pharmacist Only Medicines
- update information systems, pharmacy protocols and procedures to reflect scheduling changes in a timely manner
- maintain stock locations and shelf facings to support items schedule
- inform and mentor staff to support implementation of revised schedules
- act as a role model to others through implementation of appropriate procedures and behaviour
- work within personal role boundaries and responsibilities to assist in managing the supply of Pharmacy Medicines and Pharmacist Only Medicines by collaborating with the pharmacist and other staff members.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other

related activities normally expected in the pharmacy.

Assessment must ensure access to:

- relevant pharmacy protocols and procedures
- state or territory legislation and guidelines where appropriate
- information management systems used to manage quality standards and procedures
- typical pharmacy storage locations, shelf facings and signage for a community pharmacy, including unscheduled, Pharmacy Medicines and Pharmacist Only Medicines
- staff training and development systems and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace assisting the management of Pharmacy Medicines and Pharmacist Only Medicines
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication and mentoring skills that support staff development and understanding of revised schedules and procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

System may include:

- a structured quality program, such as the Quality Care Pharmacy Program (QCPP), which includes specific Pharmacy Medicine and Pharmacist Only Medicine standards
- other quality programs that address development of policies, protocols and procedures relating to the supply of Pharmacy Medicines and Pharmacist Only Medicines.

Standards for the Uniform Scheduling of Medicines and Poisons may include:

- general sales medicines (unscheduled)
- Pharmacy Medicine (S2)
- Pharmacist Only Medicine (S3)
- Prescription Only Medicine (S4)
- Controlled Drug (S8).

Training needs may include:

- general training relating to Pharmacy Medicines and Pharmacist Only Medicines
- training to support understanding of new medicines, or medicines that are down scheduled or up scheduled, and require a specific level of sales support.

Unit Sector(s)

Not applicable.

Competency field

Health Care Support

SIRCHCS303 Advise on asthma management

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS011A Provide information, products and services on asthma. New functional area. No change to overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop an understanding of the asthma condition and provide information on products, services and self-care practices to support a customer's asthma management.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers, supporting their asthma management. In situations where asthma sufferers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Develop knowledge of the asthma condition and related products.

- 1.1. Recognise signs and ***symptoms*** of the asthma condition.
- 1.2. Identify contributing factors and groups at risk of the asthma condition.
- 1.3. Identify and locate the pharmacy range of ***asthma-related medicines and products***.
- 1.4. Identify and access ***sources of information*** on asthma management.

2. Identify customer asthma management needs.

- 2.1. Follow pharmacy ***protocols and procedures*** to identify the customer, and customer needs and symptoms, including common triggers, duration and severity.
- 2.2. Check if ***customer*** is on an asthma action plan.
- 2.3. Confirm relevant symptoms, their duration and their severity.
- 2.4. Identify and act on ***triggers for referral to a pharmacist***.
- 2.5. Follow pharmacy procedures to respect and protect customer privacy.

3. Supply and advise on asthma medicines, products and services.

- 3.1. Finalise supply of ***scheduled medicines*** and products to customer or follow pharmacist therapeutic advice where required.
- 3.2. Explain and demonstrate use, care and maintenance of aids and equipment as appropriate to customer needs.
- 3.3. Explain to customer the pharmacy services available to support asthma management.
- 3.4. Suggest sources of lifestyle and self-care advice where relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy asthma services
 - recommend and supply asthma medications, aids and equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about asthma and related medicines and products that can be supplied without the involvement of a pharmacist
- literacy skills to:
 - interpret product and self-care information
 - use specialist information and services to support the management of asthma health conditions
 - follow pharmacy procedures
- planning and organising skills to organise work to meet customer service requirements
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring asthma medicines or products
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required

Required knowledge

- aids and equipment that may be of assistance to customers in managing asthma-related conditions
- common triggers that can contribute to or exacerbate asthma
- common symptoms of asthma and related conditions
- common side effects of taking asthma medicines
- personal role boundaries, responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of asthma-related products, including:
 - collecting required information from customers

- collecting and supplying information to an agent acting on behalf of a customer
- identifying and acting on triggers for referral to a pharmacist
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- respecting and protecting customer privacy
- physiological effects of asthma on the body
- product and health condition terminology
- role boundaries and responsibilities and circumstances under which referral to a pharmacist is required
- sources of information, advice and specialist services relating to asthma, including:
 - Asthma Council of Australia
 - Asthma Foundation
 - Consumer Medicine Information (CMI)
 - state and territory children's hospital online health information fact sheets
- use of asthma management plans to support management of asthma
- use, care and storage requirements for aids and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow pharmacy protocols and procedures when supplying asthma-related medicines, aids and equipment
- apply knowledge of the common symptoms and basic causes of asthma
- apply knowledge of medicine, aids and equipment appropriate to treat or manage asthma when demonstrating, recommending and supplying products
- identify and refer to relevant sources of information, assist the customer and maintain personal currency of knowledge
- provide information to customers in ways appropriate to customer needs and demonstrate appropriate techniques to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- relevant documentation, such as:
 - asthma medicines, products and service information
 - self-care and lifestyle advice
- a range of real or simulated customers with different asthma treatment or care requirements
- a range of asthma medicines and products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - following pharmacy procedures to establish customer requirements
 - demonstrating use and care of asthma management equipment to customers, such as spacers and inhalers
 - recommending and supplying asthma-related medicines and equipment to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Symptoms may include:

- shortness of breath
- wheezing
- a dry, irritating and continual cough:
 - at night
 - in the morning
 - when active.

Asthma-related medicines and products may include:

- relievers
- inhaled bronchodilators
- preventers
- symptom controllers
- equipment, including:
 - spacer devices
 - nebulisers
 - pressurised aerosols (puffers)
 - masks for adults and children
 - breath-activated metered dose inhalers or other delivery devices
 - peak flow meters.

Sources of information may include:

- Asthma Council of Australia
- Asthma Foundation
- CMI
- children's hospital online health information fact sheets.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product is for
 - condition
 - symptoms
 - duration of symptoms
 - if the customer has seen a doctor for other existing health conditions
 - other medicines that the customer is currently using
- assessing customer responses to questions
- own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Common triggers may include:

- colds
- exercise
- changes in the weather
- cigarette smoke
- house dust mites
- pets
- pollens.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected (even if the product has been requested by name)
- request for Pharmacist Only Medicine.

Scheduled medicines may include:

- Pharmacy Medicines (S2)
- Pharmacist Only Medicines(S3)
- Prescription Only Medicines (S4).

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS304 Advise on smoking cessation

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS018A Provide information, products and services on smoking cessation. New functional area. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise customers on products, services and self-care practices that will assist them in managing smoking cessation.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers and may suggest Pharmacy Medicines or unscheduled medicines and products to aid smoking cessation. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and sale of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Develop knowledge of smoking cessation.

- 1.1. Identify effects likely to be encountered by customers during smoking cessation.
- 1.2. Identify and access ***sources of information, specialist services and practitioners***.
- 1.3. Identify and locate the pharmacy range of ***smoking cessation medication and aids***.

2. Identify customer smoking cessation needs.

- 2.1. Follow ***pharmacy protocols and procedures*** to identify the ***customer*** and their needs and symptoms, including duration and severity.
- 2.2. Determine extent of nicotine dependence, and what medicines and products have been tried to assist smoking cessation.
- 2.3. Follow pharmacy protocols to identify ***triggers for referral to a pharmacist***.
- 2.4. Follow pharmacy procedures to respect and protect customer privacy.

3. Provide information on products and support services relating to smoking cessation.

- 3.1. Finalise supply of ***scheduled medicines*** and products to customers, or after pharmacist provision of therapeutic advice where required.
- 3.2. Provide customers with information on lifestyle, self-care practices and specialist services to support smoking cessation.
- 3.3. Recommend nicotine replacement products that can be sold without the involvement of a pharmacist.
- 3.4. Provide customer with information and directions for product use.
- 3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy smoking cessation support services
 - recommend and supply medicines, information, aids and equipment to assist with smoking cessation
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about smoking cessation medicines and aids that can be sold with and without the involvement of a pharmacist
- literacy skills to:
 - follow pharmacy procedures
 - interpret product and self-care information
 - use specialist information and services to support conditions relating to smoking cessation
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technical skills to demonstrate use of smoking cessation products
- technology skills to access and use online information relating to smoking cessation

Required knowledge

- common behavioural triggers that can contribute to smoking and barriers to quitting smoking
- components of smoking cessation kits available in the pharmacy
- interaction of nicotine with other medications
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of smoking cessation medicines, aids, kits and equipment, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, information, aids and equipment to

- meet customer needs
- respecting and protecting customer privacy
- physiological effects of smoking and common symptoms of smoking and smoking-related illness
- characteristics of nicotine dependence and triggers that contribute to smoking
- pharmacy range of smoking cessation medicines and products and basic understanding of modes of action, including:
 - nicotine replacement products that can be sold without the involvement of a pharmacist
 - Prescription Only Medicines available under the Pharmaceutical Benefits Scheme (PBS)
- principles of evidence-based assessment as they apply to assessing the efficacy of medicines used to support smoking cessation
- awareness of credible sources of information on product range
- product and health condition terminology
- side effects resulting from use of smoking cessation products
- known short and long-term health effects of active and passive smoking
- sources of information, advice and specialist services relating to smoking cessation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow pharmacy procedures when selling medicines, aids and equipment relating to smoking cessation
- apply knowledge of nicotine dependence, triggers that contribute to smoking, barriers to quitting smoking, and side effects resulting from use of smoking cessation products when making recommendations to customers
- identify and refer to relevant sources of information to assist the customer and maintain currency of personal knowledge
- provide information to customers in ways appropriate to customer needs and demonstrating appropriate techniques to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different smoking cessation related requirements
- a range of smoking cessation products and aids
- relevant pharmacy protocols and procedures
- relevant documentation, such as:
 - self-care and lifestyle advice
 - smoking cessation product and service information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - seeking information to establish customer requirements
 - recommending and selling smoking cessation related medicines, aids and equipment to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information, specialist services and practitioners may include:

- doctors
- National Tobacco Strategy
- pharmacist
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- other health-care specialists
- relevant websites, such as Quit
- support organisations.

Smoking cessation medication and aids may include:

- nicotine replacement products that can be sold without the involvement of a pharmacist, such as:
 - patches
 - gums
 - lozenges
 - tablets
 - inhalers
- prescription medicines available under the PBS
- audio and video resources.

Pharmacy protocols and procedures may include:

- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - other medications being used by the customer
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:

Triggers for referral to a pharmacist must include:

- drug or alcohol affected
- emotionally unstable
- mentally unstable
- physically unwell.
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine or product selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.
- Pharmacy Medicines (S2)
- Pharmacist Only Medicines(S3)
- Prescription Only Medicines (S4).

Scheduled medicines may include:**Unit Sector(s)**

Community Pharmacy

Competency field

Health Care Support

SIRCHCS305 Advise on continence management

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise customers on products and services, hygiene, lifestyle and skincare practices relating to continence management.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers, and may suggest Pharmacy Medicines or unscheduled medicines for continence management. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of continence management.	1.1. Identify contributing factors and groups at risk of incontinence. 1.2. Identify and access <i>sources of information, specialist services and practitioners.</i> 1.3. Identify and locate the pharmacy range of <i>continence management products.</i>
2. Identify customer needs.	2.1. Apply <i>pharmacy protocols and procedures</i> to identify the <i>customer</i> and customer needs and symptoms, including their duration and severity. 2.2. Determine what medicines and products have been tried to assist continence management and their efficacy. 2.3. Identify and act on <i>triggers for referral to a pharmacist.</i> 2.4. Follow pharmacy procedures to respect and protect customer privacy.
3. Provide information on continence management products and services.	3.1. Provide customers with information on lifestyle, <i>care and hygiene practices,</i> and specialist services relating to continence management. 3.2. Recommend continence products appropriate to identified symptoms and needs, and provide customers with information on features, suitability and directions for product use. 3.3. Advise customers on correct and environmentally sound disposal methods for used disposable pads or pants and other waste. 3.4. Explain and demonstrate where relevant the use, care and maintenance of re-usable incontinence products, aids and equipment, as appropriate to customer needs. 3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - apply techniques for questioning and discussing issues of a highly sensitive nature
 - interact with customers to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain continence management products
 - recommend and supply products to assist in continence management
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about continence management products
- literacy skills to:
 - interpret product and self-care information
 - use specialist information and services to support the management of continence conditions
 - follow pharmacy procedures
- planning and organising skills to organise own work to meet customer service requirements
- technology skills to access information and services relating to continence management
- teamwork skills to work as part of a pharmacy team and refer to a pharmacist or other staff member where relevant

Required knowledge

- lifestyle factors affecting continence
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of continence products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying products to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range continence products and their application
- product and health condition terminology
- sources of information, advice and specialist services relating to continence management, including:
 - Australian government Bladder and Bowel website

- Continence Foundation of Australia
- Continence Assistance Payments Scheme (CAPS)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when recommending and supplying continence management products
- plan and carry out work to meet efficient customer service workflow requirements
- recommend and supply continence products to customers
- provide information on product use, and carer or patient skincare and hygiene, in ways appropriate to customer needs; and demonstrate appropriate techniques to confirm customer understanding
- recognise and act on situations or requests requiring referral to a pharmacist
- refer to relevant sources of information, to assist customers and maintain currency of knowledge on continence management.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- relevant documentation, such as:
 - continence medicines, products and service information

- information on lifestyle, care and hygiene practices for continence management
- a range of real or simulated customers with different continence management requirements
- a range of continence products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - seeking information to establish customer requirements
 - recommending and supplying continence products to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information, specialist services and practitioners may include:

- health-care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacists
- other health-care specialists

Continence management products may include:

- relevant websites, such as:
 - Australian government Bladder and Bowel website
 - Continence Foundation of Australia
 - CAPS.
- disposable products, such as:
 - all in one
 - belted undergarments
 - disposable bed pads
 - male pads, guards and shields
- male and female:
 - large and small pads
 - stretch pants
 - ‘pull me up’ style pants
- washable incontinence briefs for:
 - children
 - men
 - women
- bed and chair protective pads
- skincare products, including:
 - cleansers
 - creams
 - dressings.

Pharmacy protocols and procedures may include:

- interacting with customer to establish:
 - who the product is for
 - their condition
 - duration of symptoms
 - what limitations the customer is experiencing
 - if the customer has seen a doctor in the last 12 months
 - other existing health conditions
 - other medicines that the customer is currently using
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer’s symptoms.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:

Triggers for referral to a pharmacist may include:

- the elderly
- infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer has:
 - had the complaint for some time
 - other health conditions
 - used the product before but is not satisfied with its efficacy
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Care and hygiene practices may include:

- washing hands after caring for self or patient
- wearing disposable surgical gloves
- regularly changing incontinence pads or pants
- attention to skin cleansing and hygiene practices
- regularly using appropriate skincare products
- safe disposal of waste to minimise negative environmental impacts.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS306 Advise on complementary medicines

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS013A Provide information, products and services on complementary medicine. New functional area. Unit descriptor expanded to define regulatory environment. Application statement expanded to define scope and boundaries of the pharmacy assistant role. Content strengthened to better define range of medicines. No change to overall scope or outcomes the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information to customers on products, services and customer self-care practices using complementary medicines, and supply relevant products.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers providing information on complementary medicines. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Prescription Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and sale of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Maintain and build own knowledge of complementary medicines.

1.1. Check regularly for new additions or changes to the pharmacy range of complementary medicines.
1.2. Ensure that supplier claims and published advertising or research are supported by ***evidence-based assessment*** outcomes.

2. Identify customer needs.

2.1. Follow pharmacy protocols and procedures to identify the ***customer***, customer needs or symptoms, their duration and severity.
2.2. Determine what ***complementary medicines and products*** have been tried and customer satisfaction with their efficacy.
2.3. Follow pharmacy protocols to identify ***triggers for referral to a pharmacist***.
2.4. Follow pharmacy procedures to respect and protect customer privacy.

3. Provide information on complementary medicine products and services.

3.1. Access credible ***sources of information*** to provide advice to customers on complementary medicines.
3.2. Check contraindications on manufacturer's information and refer to a pharmacist where potential interactions with other medicines are indicated.
3.3. Recommend complementary medicines and products

appropriate to customer symptoms and needs.

3.4. Provide the customer with information and ***directions for product use.***

3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - obtain and provide information
 - confirm understanding
 - explain pharmacy complementary medicine services
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - suggest and supply complementary medicines and products
 - refer customers to a pharmacist or another staff member
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to source information to develop and maintain currency of knowledge
- literacy skills to:
 - interpret and apply complementary medicine product and self-care information when advising customers
 - use specialist information and services to support the use of complementary medicines and products
 - follow pharmacy procedures
- planning and organising skills to meet efficient pharmacy customer service timelines
- teamwork skills to:
 - operate as part of a team
 - provide relevant information and seek information from a pharmacist and other pharmacy staff as required
- technology skills to access and use information systems required by the role

Required knowledge

- common conditions that may benefit from the use of complementary medicines
- commonly requested complementary medicines, their key ingredients, application and modes of action

- common side effects of taking complementary medicines, including potential interactions with other medicines
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of complementary medicines and products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying complementary medicines, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range of complementary medicines and products
- principles of evidence-based assessment as they apply to assessing the efficacy of complementary medicines and awareness of credible sources of information on product range
- relevant product and health condition terminology

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply knowledge of complementary medicines and products that are appropriate to treat or manage a range of common conditions
- apply pharmacy protocols and procedures when supplying complementary medicines and products
- follow pharmacy procedures for identifying and acting on triggers for referral to a pharmacist
- provide information to customers in ways appropriate to customer needs and demonstrate techniques to confirm understanding
- recommend and supply complementary medicines.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- a range of complementary medicines
- pharmacy and companion products
- relevant documentation, such as:
 - information on complementary medicines, companion products health care, and product use
 - CMI
- a range of real or simulated customers with different requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - selling complementary medicines, aids and equipment to a range of customers
 - acting on situations or requests that indicate the need to refer customers to a pharmacist or a more senior colleague
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Evidence-based assessment may include:

- objective technical methods
- clinical testing
- sensory analysis by trained panels or by consumers
- consumer or market research
- published and peer reviewed outcomes.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Complementary medicines and products may include:

- Dong Quai
- essential oils and vaporisers
- Echinacea
- Ginger
- Ginkgo Biloba
- Ginseng-Panax and Siberian
- glucosamine
- Guarana
- probiotics
- Saw Palmetto
- St John's Wort
- Valerian.

Triggers for referral to a pharmacist must include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure

- used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol

Unit Sector(s)

Not applicable.

Competency field

Health Care Support

SIRCHCS407 Test blood pressure and advise on self-monitoring

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRPPKS012A Provide information, products and services on blood pressure. New functional area. Unit scope and outcomes changed to include performing blood pressure testing.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to test blood pressure and provide advice on ongoing self-monitoring.

The unit covers a basic understanding of blood pressure, how to test and record blood pressure readings, recommend home monitoring equipment, and advise on lifestyle and self-care practices to support customers.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers. In situations where customers require referral to a pharmacist for therapeutic advice, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the service or the supply of relevant products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer needs.	1.1.Follow <i>pharmacy protocols and procedures</i> to determine <i>customer requirements</i>. 1.2.Identify and act on <i>triggers for referral to a pharmacist</i>. 1.3.Follow pharmacy procedures to respect and protect <i>customer</i> privacy.
2. Test blood pressure.	2.1.Consult customer and explain that a single test is not an accurate indicator, and suggest monitoring at regular intervals. 2.2.Select a comfortable area without distractions and allow the customer to relax for five minutes before taking the test. 2.3.Select the <i>blood pressure testing instrument</i>, ensure that the cuff size fits, and explain the testing procedure to the customer. 2.4.Apply the cuff and use the testing equipment instrument to product manufacturer's instructions to check pulse, systolic blood pressure and diastolic blood pressure, repeating the procedure to check accuracy. 2.5.Enter results on <i>pharmacy blood pressure testing record</i> and refer to pharmacist for checking and follow-up with the customer where required. 2.6.Provide confirmed record to the customer and file a copy according pharmacy procedures.
3. Provide advice on blood pressure testing equipment and services.	3.1.Advise customer on the availability of repeat pharmacy blood pressure testing services. 3.2.Inform customer regarding the features and components of home blood pressure testing equipment from the pharmacy range. 3.3.Demonstrate <i>use, care and maintenance</i> of digital home blood pressure testing equipment and recommend specific self-testing

- equipment to customers.
- 3.4. Assist customer in identifying relevant ***self-testing strategies*** to achieve accurate readings.
- 3.5. Show customer how to keep a ***personal blood pressure record chart***.
- 3.6. Interpret and apply pharmacy procedures for compliance with the ***conditions relating to supply*** of blood pressure testing equipment.
4. Provide blood pressure management and self-care information where required.
- 4.1. Encourage customer to take and record regular blood pressure readings and show these to their doctor where required.
- 4.2. Advise customer to calibrate home blood pressure machine reading against their doctor's mercury sphygmomanometer reading every six months.
- 4.3. Access ***relevant sources*** and provide customer with information on ***lifestyle and self-care practices***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy blood pressure testing services to customers
 - recommend and supply blood pressure testing equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to the pharmacist for checking and follow-up on blood pressure readings
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about blood pressure testing equipment
- literacy skills to:
 - follow pharmacy protocols and procedures
 - interpret product and self-care information
 - use specialist information and services to support the management of blood pressure
- planning and organising skills to organise work to meet customer service requirements
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required

- technical skills to:
 - perform blood pressure testing procedures
 - use equipment for home blood pressure monitoring
- technology skills to access and use information systems required by the role

Required knowledge

- common factors that can contribute to or exacerbate blood pressure and related lifestyle and self-care information
- pharmacy protocols and procedures relating to:
 - collecting information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - providing blood pressure testing services
 - respecting and protecting customer privacy
 - supplying blood pressure medicines, aids and equipment
- product and health condition terminology relating to blood pressure, including:
 - systolic blood pressure
 - diastolic blood pressure
 - sphygmomanometer
- monitoring equipment that may be of assistance to customers managing blood pressure health conditions
- personal role boundaries and responsibilities and circumstances under which referral to a pharmacist is required
- sources of information and specialist services relating to blood pressure
- use, care and storage requirements for aids and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- demonstrate use, care and maintenance of blood pressure testing equipment to customers
- perform blood pressure testing services according to pharmacy protocols and procedures
- provide information to customers in ways appropriate to customer needs and demonstrate appropriate techniques

Context of and specific resources for assessment

- to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist
- recommend and sell blood pressure testing equipment to customers
- refer to relevant sources of information to assist the customer and maintain personal currency of knowledge.

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- pharmacy protocols and procedures
- state or territory legislation and guidelines where appropriate
- relevant documentation, such as:
 - blood pressure testing product and service information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - performing blood pressure testing
 - demonstrating use, care and maintenance of blood pressure testing equipment to customers
 - recommending and selling blood pressure testing equipment to a range of customers
 - advising on lifestyle and self-care practices
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements

Guidance information for assessment

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - blood pressure medications being used by the customer
 - cold and flu medications currently being used
 - customer level of physical activity immediately before presenting for testing
 - caffeinated drinks consumed immediately before presenting for testing
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Customer requirements may include:

- a single blood pressure test
- home testing equipment
- regular blood pressure monitoring at intervals advised by a doctor.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time

- other health conditions, such as asthma and diabetes
 - used the product before but is not satisfied with its efficacy
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
 - pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
 - request for Pharmacist Only Medicine.
 - from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - visiting the pharmacy, contacting the pharmacy by phone, or in their own home
 - with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Customer** may include people:
- mercury (aneroid) sphygmomanometer
 - electronic digital sphygmomanometer.
- Blood pressure testing instrument** may include:
- pharmacy identification and telephone number
 - a customer copy and duplicate pharmacy file copy with the following minimum content:
 - customer's name and address
 - date of test
 - blood pressure measurement, including systolic blood pressure over diastolic blood pressure
 - pulse
 - indication that the reading suggests:
 - level is within normal limits
 - level is above normal range on this occasion and warrants customer consultation with a doctor to have blood pressure checked
- Pharmacy blood pressure testing record** may include:

- level is very high on this occasion and an immediate doctor consultation is strongly recommended
- pharmacist authorisation signature
- relevant notes regarding individual customer circumstances that may have impacted on the reading, such as:
 - being upset
 - being in a rush.

Use, care and***maintenance*** may include:

- attaching cuff line to machine
- checking machine calibration
- cleaning and storing machine and cuff attachment
- demonstrating use of:
 - on and off switch
 - start switch
- interpreting the screen display, including:
 - systolic blood pressure reading
 - diastolic blood pressure reading
 - pulse
- locating and attaching cuff to patient's arm
- replacing battery
- taking a test reading.

Self-testing strategies may include:

- avoiding the following behaviour that can cause blood pressure to rise in the two hours before taking the reading:
 - drinking caffeinated drinks, such as tea, coffee or cola
 - smoking
- being relaxed and comfortable when taking a reading by:
 - selecting a comfortable place without distractions, such as TV or music
 - relaxing for at least five minutes before taking the reading
- developing a good technique for attaching the cuff
- following machine instruction steps
- standing for at least two minutes before testing, when doctor requests a reading while standing
- where possible, measuring blood pressure under the same conditions, at about the same time of day, in the same manner each time
- taking at least two readings on each occasion.

Personal blood pressure***record chart*** may include:

- date and time
- comments that may be useful to the doctor, such as just woke up, resting, taken medication, etc.
- pulse
- diastolic blood pressure

Conditions relating to supply may include:

- systolic blood pressure.
- federal and state or territory legislation
- industry codes of practice, standards and guidelines
- pharmacy protocols and procedures relating to the sale of blood pressure medicines and products, aids and equipment.

Relevant sources may include:

- Consumer Medicine Information (CMI) website and phone line
- pharmacist
- manufacturer information
- self-care and health-care information
- product brochures and leaflets supplied by a pharmacist
- website of support organisations, such as Heart Foundation.

Lifestyle and self-care practices may include:

- achieving or maintaining ideal body weight
- being physically active
- carrying a list of medicines and doses
- decreasing salt intake
- limiting alcohol intake
- quitting smoking
- taking prescribed blood pressure medication at the same time each day
- using a weekly pill box.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS408 Test blood glucose and advise on equipment and services for diabetes management

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRPPKS014A Provide information, products and services on diabetes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to test blood glucose and advise on monitoring equipment and services.

The unit covers an elementary knowledge of the diabetes condition, how to test blood glucose levels, recommend home monitoring equipment, and advise on lifestyle and health-care practices to support customers to manage diabetes.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants frequently work directly with customers in supporting their diabetes management. In situations where diabetics require referral to a pharmacist for therapeutic advice or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist in finalising diabetes services and supplying medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

HLTIN402C	Maintain infection control standards in office practice settings
SIRCHCS201	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer needs.	1.1.Follow <i>pharmacy protocols and procedures</i> to determine <i>customer requirements</i>. 1.2.Identify and act on <i>triggers for referral</i> to a pharmacist. 1.3.Follow pharmacy procedures to respect and protect <i>customer</i> privacy. 1.4.Recognise <i>diabetes types and related conditions</i>. 1.5.Consult customer, explain that a single test is not an accurate indicator, and that monitoring at <i>regular intervals</i> is required. 1.6.Advise customer on the availability of pharmacy blood glucose testing services.
2. Test blood glucose levels.	2.1.Apply pharmacy procedures and testing equipment to manufacturer's instructions to <i>prepare for blood glucose testing</i>. 2.2.Apply lancet with glucose to inside of fingertip or <i>alternative selected area</i>. 2.3.Trigger lancet and hold blood against test strip loaded into monitor and wait for monitor to register blood glucose reading. 2.4.Enter results on <i>pharmacy blood glucose testing record</i> and refer to pharmacist for checking, verification and follow-up with

- the customer where required.
- 2.5. Provide confirmed record to the customer and file a copy according pharmacy procedures.
- 2.6. Dispose of used lancets in a sharps container.
3. Provide advice on blood glucose self-testing equipment products and services.
- 3.1. Inform customer regarding the features and components of home blood glucose testing equipment from the pharmacy range.
- 3.2. Demonstrate ***use, care and maintenance*** of digital home blood glucose testing equipment and recommend specific self-testing equipment to customer.
- 3.3. Assist customer in identifying ***common reasons for inaccurate readings***.
- 3.4. Show customer how to keep a ***personal blood glucose record***.
- 3.5. Recommend and comply with ***conditions relating to supply of diabetes-related products, aids, test kits and equipment***.
4. Provide blood glucose products and self-care information where required.
- 4.1. Encourage customer to take and record regular blood glucose readings and show them to their doctor, as required.
- 4.2. Access ***relevant sources*** and provide customer with information on lifestyle, self-care practices, ***specialist services and practitioners*** to support diabetes management.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - obtain and provide information
 - confirm customer understanding
 - explain pharmacy blood glucose testing services to customers
 - recommend and supply blood glucose testing equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where required
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about diabetes management and blood glucose testing equipment
- literacy skills to:
 - follow pharmacy protocols and procedures

- interpret and explain product and self-care information
- use specialist information and services to support the management of diabetes
- planning and organising skills to meet customer service requirements
- technology skills to:
 - access and use information systems required by the role
 - perform blood glucose testing procedures
 - use equipment for home blood glucose monitoring
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required

Required knowledge

- basic awareness of how insulin works in the human body
- common factors that can contribute to diabetes conditions and related lifestyle and self-care information
- common symptoms of diabetes and related conditions, including:
 - type 1 diabetes
 - type 2 diabetes
 - gestational diabetes
 - hyperglycaemia
 - hypoglycaemia
- common side effects of taking diabetes medicine
- diabetes aids and equipment
- diabetes products and health condition terminology
- key features of the National Diabetes Services Scheme (NDSS)
- personal role boundaries, responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to:
 - collecting information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - respecting and protecting customer privacy
 - identifying and acting on triggers for referral to a pharmacist
 - providing blood glucose testing services
 - supply of diabetes medicines, aids and equipment
 - safe handling and disposal of sharps
- related health conditions that can result from diabetes
- relevant state or territory infection-control guidelines and Skin Penetration Act
- sources of information, advice and specialist services relating to diabetes
- use, care and storage requirements for aids and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- demonstrate use, care and maintenance of blood glucose testing equipment and products and confirm customer understanding
- perform blood glucose testing services according to pharmacy protocols and procedures
- promote and apply NDSS benefits where relevant
- recognise and act on situations or requests requiring referral to a pharmacist
- recommend and sell blood glucose testing equipment to customers
- refer to relevant sources of information to assist the customer and maintain personal currency of knowledge.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- relevant pharmacy protocols and procedures
- a range of real or simulated customers with different requirements
- a range of products and equipment used in the treatment and management of diabetes
- relevant documentation, such as:
 - diabetes product and service information
 - self-care advice
 - lifestyle advice
 - NDSS proformas and guidelines.

Method of assessment

A range of assessment methods should be used to assess

practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - performing blood glucose testing
 - demonstrating use, care and maintenance of blood glucose testing equipment
 - recommending and selling blood glucose testing equipment to a range of customers
 - advising on lifestyle and self-care practices
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pharmacy protocols and procedures may include:

- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - if the customer has seen the doctor lately
 - insulin or other diabetes medication being used by the customer
 - if the customer is registered under the National Diabetes Services Scheme (NDSS)
 - when the customer last had food
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested

by the customer or envisaged by the pharmacy assistant is right for the customer's condition and requirements.

Customer requirements may include:

- a single blood glucose test
- assistance with blood glucose testing
- home testing equipment or products
- insulin
- regular blood glucose monitoring at intervals as advised by a doctor.

Triggers for referral to a pharmacist must include:

- customer is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer has:
 - had the complaint for some time
 - other health conditions, such as asthma or high blood pressure
 - used the product before but is not satisfied with its efficacy
 - requested a large quantity of one or more medicines
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected

- emotionally unstable
 - mentally unstable
 - physically unwell.
- Diabetes types and related conditions** may include:
- type 1 diabetes or insulin dependent diabetes
 - type 2 diabetes or non-insulin dependent diabetes
 - gestational diabetes
 - hyperglycaemia or higher than normal blood sugar levels
 - hypoglycaemia or lower than normal blood sugar levels.
- Regular intervals** may include:
- before:
 - breakfast (for fasting reading)
 - lunch
 - dinner
 - two hours after a meal
 - before rigorous exercise
 - if feeling unwell.
- Prepare for blood glucose testing** may include:
- methods and equipment for disinfection
 - taking the customer to a designated testing area
 - washing hands
 - wearing personal protective equipment, such as gloves
 - setting up equipment, including:
 - digital blood glucose testing equipment
 - adhesive bandages
 - alcohol wipes
 - sharps container
 - loading a trigger lancet device with a disposable lancet.
- Alternative selected area** may include:
- forearm
 - thigh
 - palm of hand.
- Pharmacy blood glucose testing record** may include:
- pharmacy identification and telephone number
 - a customer copy and duplicate pharmacy file copy with the following content:
 - customer's name and address
 - date
 - fasting or not fasting
 - insulin amounts
 - test time
 - blood glucose level
 - relevant notes regarding individual customer circumstances that may have impacted on the reading.

Use, care and maintenance may include:

- caring for strips, such as:
 - storing them in a dry place
 - replacing the cap immediately after use
- checking that the use-by date is valid
- operating equipment according to product manufacturer's instructions, such as:
 - switching on and setting the digital meter
 - matching disposable lancets to machines
 - wiping down equipment with alcohol wipes
 - checking equipment calibration
 - replacing batteries in the digital meter
 - loading the trigger lancet device
 - loading the test strip into the testing meter
 - safely disposing of used lancets.

Common reasons for inaccurate readings may include:

- using the wrong strip for the digital meter
- using strips that have expired or been stored incorrectly
- using the machine incorrectly
- not washing hands before testing
- incorrect calibration or set-up of the digital meter
- low battery levels in the digital meter.

Personal blood glucose record may include:

- day, month and time of day
- insulin amounts used
- test times and blood glucose levels for each test
- comments.

Conditions relating to supply may include:

- federal and state or territory legislation
- industry codes of practice, standards and guidelines
- the application of NDSS benefits for registered customers
- pharmacy protocols and procedures relating to the sale of diabetes-related medicines and products, aids and equipment.

Diabetes-related products, aids, test kits and equipment may include:

- insulin
- syringes
- pens
- lancets
- prescribed diabetic medicines
- blood glucose monitoring machines, reagent strips
- urine glucose testing kits.

Relevant sources may include:

- Consumer Medicine Information (CMI) website and phone line
- pharmacist
- manufacturer information

Specialist services and practitioners may include:

- product brochures and leaflets supplied by a pharmacist
- self-care and health-care information
- website of support organisations, such as Diabetes Australia.
- doctors
- diabetic educators
- pharmacist
- support organisations, such as Diabetes Australia
- other health-care specialists.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS409 Advise on diet, nutrition and weight-management products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS015A Provide information, products and services on diet, nutrition and weight management. New functional area. No change to overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise customers on products, services and customer self-care practices relating to diet, nutrition and weight management.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers and may suggest Pharmacy Medicines or unscheduled medicines for weight management. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of diet, nutrition and weight-related conditions and products.	1.1. Identify the role of food, nutrients and other important food substances in relation to the body's function and maintaining a healthy weight. 1.2. Recognise signs and symptoms of <i>common diet, nutrition and weight-management related conditions</i>. 1.3. Identify and locate the pharmacy range of <i>diet, nutrition and weight-management products</i>. 1.4. Ensure that supplier claims and published advertising or research are supported by <i>evidence-based assessment</i> outcomes. 1.5. Identify and access <i>sources of information, specialist services and practitioners</i>.
2. Identify customer needs.	2.1. Follow pharmacy <i>protocols and procedures</i> to determine the <i>customer</i> and their needs and symptoms, including duration and severity. 2.2. Establish what medicines and products have been tried to assist weight management. 2.3. Identify and act on <i>triggers for referral to a pharmacist</i>. 2.4. Follow pharmacy procedures to respect and protect customer privacy.

3. Provide information and advice to customers on diet, nutrition and weight-management products and services.
 - 3.1. Finalise supply of **scheduled medicines** and products to customers, or after pharmacist provision of therapeutic advice where required.
 - 3.2. Provide customers with information on lifestyle, self-care practices and specialist services relating to diet, nutrition and weight management.
 - 3.3. Recommend nutrition and weight-management products appropriate to customer's symptoms and needs.
 - 3.4. Provide the customer with information and directions for product use.
 - 3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy nutrition and weight-management services
 - recommend and supply nutrition and weight-management medicines, products, aids and equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about diet, nutrition and weight-management medicines and products
- literacy skills to:
 - interpret product and self-care information
 - use specialist information and services to support the management of diet, nutrition and weight-related conditions
 - follow pharmacy procedures
- planning and organising skills to organise own work to meet customer service requirements
- teamwork skills to operate as part of a pharmacy team, providing relevant information and

seeking advice from a pharmacist and other pharmacy staff as required

- technology skills to access and use information systems required by the role

Required knowledge

- common diet, nutrition and weight-related conditions and contributing factors
- common interactions of diet, nutrition and weight-management products with other medicines
- health claims versus evidence-based assessment of the efficacy of diet, nutrition and weight-management related medicines and products
- indicators of weight-related conditions, e.g. body mass index parameters
- impact of diet on health conditions, including:
 - principles of a balanced diet
 - relationship between diet-related disease and the excessive consumption of saturated fat, sodium and sugar
 - role of hydration
- lifestyle factors affecting weight management
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of diet, nutrition and weight-management products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- principles of nutrition and the healthy diet pyramid, including nutritional composition of the five food groups
- pharmacy range of diet, nutrition and weight-management medicines and products
- relevant product and health condition terminology
- sources of information, advice and specialist services relating to diet, nutrition and weight management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for

Evidence of the ability to:

assessment and evidence required to demonstrate competency in this unit

- access specialist sources of information to assist the customer and maintain personal currency of knowledge
- advise customers on the role of a healthy diet in maintaining an ideal body weight
- apply knowledge of medicine and products for nutrition and weight management when recommending and selling products
- follow pharmacy procedures when supplying diet, nutrition and weight-management medicines and products
- provide information to customers in ways appropriate to customer needs and demonstrate appropriate techniques to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different diet, nutrition or weight-management requirements
- a range of diet, nutrition and weight-management products
- pharmacy protocols and procedures
- relevant documentation, such as:
 - diet, nutrition and weight-management medicines, products and service information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - seeking information to establish customer requirements
 - recommending and selling diet, nutrition and weight-management medicines and products to a

range of customers

- identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Common diet, nutrition and weight-management related conditions may include:

- anorexia
- bulimia
- obesity
- overeating
- post-surgery weight loss
- under eating
- weight loss due to illness.

Diet, nutrition and weight-management products may include:

- complementary medicine meal replacement programs
- nutritional supplements
- pharmacy medication
- vitamins and supplements.

Evidence-based assessment may include:

- objective technical methods
- clinical testing
- sensory analysis by trained panels or by consumers
- consumer or market research
- published and peer reviewed outcomes.

Sources of information, specialist services and practitioners may include:

- dietitians
- doctors
- health-care information
- industry and professional publication
- pharmacists
- pharmacy or manufacturer product leaflets, brochures and manuals
- support organisations
- relevant websites.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - other medications being used by the customer
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Triggers for referral to a pharmacist must include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time

- other health conditions, such as asthma, diabetes and high blood pressure
- used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - confused
 - uncertain
 - dissatisfied
 - angry
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the product selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Scheduled medicines may include:

- Pharmacy Medicines (S2)
- Pharmacist Only Medicines(S3)
- Prescription Only Medicines (S4).

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS410 Advise on pregnancy and maternal health products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS017A Provide information, products and services on pregnancy and maternal health. New functional area. No change to the overall scope or outcomes of the units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise customers on products, services and customer self-care practices to support customers in managing pregnancy and maternal health.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. It restricts them to suggesting Pharmacy Medicines and unscheduled medicines, aids and equipment to customers. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and

Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of pregnancy and maternal health conditions and products.	1.1. Identify the physical and physiological effects of pregnancy. 1.2. Identify <i>pregnancy and maternal health conditions</i>. 1.3. Identify and locate the pharmacy range of <i>pregnancy and maternal health products</i>. 1.4. Identify and access <i>sources of information, specialist services and practitioners</i>.
2. Identify customer needs.	2.1. Follow <i>pharmacy protocols and procedures</i> to interact with the customer and identify the <i>customer</i> and their needs and symptoms, including duration and severity. 2.2. Determine what medicines and products have been tried to assist with the specific condition. 2.3. Follow pharmacy protocols to identify <i>triggers for referral to a pharmacist</i>. 2.4. Follow pharmacy procedures to respect and protect customer privacy.
3. Provide information and advice to customers.	3.1. Finalise supply of <i>scheduled medicines</i> and products to customers, or after pharmacist provision of therapeutic advice where required. 3.2. Provide customers with information on lifestyle, self-care practices and specialist services to support pregnancy and maternal health. 3.3. Recommend pregnancy and maternal health products appropriate to customer symptoms and needs. 3.4. Provide the customer with information and directions for

product use.

3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy pregnancy and maternal health services
 - recommend and supply pregnancy and maternal health medicines, aids and equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about pregnancy and maternal health medicines and products
- literacy skills to:
 - interpret product and self-care information
 - use specialist information and services to support pregnancy and maternal health conditions
 - follow pharmacy procedures
- planning and organising skills to organise own work to meet customer service requirements
- technology skills to access and use information systems required by the role
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required

Required knowledge

- common factors that can contribute to maternal health needs and related lifestyle and self-care information
- common symptoms of pregnancy and maternal health conditions
- personal role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of pregnancy and maternal

health medicines, aids, kits and equipment, including:

- collecting required information from customers
- collecting and supplying information to an agent acting on behalf of a customer
- identifying and acting on triggers for referral to a pharmacist
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- respecting and protecting customer privacy
- physical and physiological changes that occur during and following pregnancy
- pregnancy and maternal health aids and equipment
- pregnancy and related health conditions
- principles of evidence-based assessment as they apply to assessing the efficacy of medicines used to treat pregnancy and maternal health conditions and awareness of credible sources of information on product range
- relevant product and health condition terminology
- sources of information, advice and specialist services relating to pregnancy and maternal health
- use, care and storage requirements for aids and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- access relevant sources of information to assist the customer and maintain currency of knowledge
- apply knowledge of medicines, aids and equipment when recommending and selling products for pregnancy and maternal health conditions
- follow pharmacy protocols and procedures when selling pregnancy and maternal health medicines, aids and equipment
- provide information to customers in ways appropriate to customer needs and demonstrating appropriate techniques to confirm understanding
- recognise personal role boundaries and act on situations or requests requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working

in partnership with the assessor as described in the assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different pregnancy or maternal health requirements
- a range of products and equipment for pregnancy and maternal health conditions
- relevant pharmacy protocols and procedures
- relevant documentation, such as:
 - pregnancy and maternal health, products and service information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - seeking information to establish customer requirements
 - recommending and supplying pregnancy and maternal health medicines, aids and equipment to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- selling pregnancy and maternal health medicines, aids and equipment to a range of customers
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pregnancy and maternal health conditions may include:

- backache
- breast and nipple changes
- changes in hair condition
- constipation
- headache
- haemorrhoids
- indigestion or heartburn
- gestational diabetes
- fatigue
- postnatal depression
- pre-eclampsia
- morning sickness
- swelling of hands and feet
- varicose veins
- weakened nails.

Pregnancy and maternal health products may include:

- breast expressing kits
- complementary medicines
- dietary supplements
- maternity pads
- morning sickness treatments
- nipple care products, including:
 - nipple shields
 - nursing pads
- nursing accessories, such as pillows
- unscheduled medicines
- pharmacy medication
- pregnancy testing kits
- stretch mark and related skincare products.

Sources of information, specialist services and practitioners include:

- doctors
- health-care information
- manufacturer information
- medicines databases
- industry and professional publications
- other health-care specialists
- pharmacist

Pharmacy protocols and procedures must include:

- pharmacy or supplier product leaflets, brochures and manuals
- support organisations
- relevant websites.
- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - other medications being used by the customer
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Triggers for referral to a pharmacist must include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
 - requested a large quantity of one or more medicines or products
- customer appears to be:

- sick
- angry
- confused
- dissatisfied
- uncertain
- under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.
- Pharmacy Medicines (S2)
- Pharmacist Only Medicines(S3)
- Prescription Only Medicines (S4).

Scheduled medicines may include:

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS411 Advise on wound care products and self-care

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS020A Provide information, products and services on wound care.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate wound type and appearance, provide information to customers on suitable wound care products, and advise on self-care practices that will assist customers in wound care management.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers and may suggest Pharmacy Medicines or unscheduled medicines for wound care management. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

HLTIN301C Comply with infection control policies and procedures

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of wound care and related products.	1.1. Recognise wound types and signs of infection. 1.2. Identify contributing factors and groups at risk of infection. 1.3. Identify and locate the pharmacy range of wound care medicines and products. 1.4. Identify and access sources of information on wound care.
2. Identify customer needs.	2.1. Follow pharmacy <i>protocols and procedures</i> to determine <i>customer requirements</i>. 2.2. Identify and act on <i>triggers for referral to a pharmacist</i>. 2.3. Interact with <i>customer</i> to identify wound type and appearance and level of improvement in wound healing. 2.4. Seek pharmacist advice where customer believes wound is displaying signs of infection. 2.5. Follow pharmacy procedures to respect and protect customer privacy.
3. Provide information on wound care products and management.	3.1. Finalise supply of scheduled medicines and products to customers, or after pharmacist provision of therapeutic advice where required. 3.2. Recommend unscheduled medicines, products, equipment and aids appropriate to wound type. 3.3. Provide the customer with <i>directions for product use</i>. 3.4. Recommend and comply with relevant <i>conditions relating to supply</i> of wound care products.

3.5. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.

3.6. Identify and access sources of information, ***specialist services and practitioners***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain wound self-care practices
 - recommend and supply wound care dressings, medications, aids and equipment
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain personal currency of knowledge about wound care
- literacy skills to:
 - interpret and explain product and self-care information
 - locate and interpret specialist information to support wound care management
- planning and organising skills to organise work to meet customer service requirements
- technical skills to:
 - assess wound care requirements
 - use equipment for home wound care
- technology skills to access and use online systems to source information on wound care
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required

Required knowledge

- basic understanding of anatomical structure of skin as it relates to healing stages and indicators:
 - inflammatory or defensive stage
 - reconstruction stage
 - maturation or remodelling stage
- common factors that can contribute to the likelihood of wounds or exacerbate wound care

problems and related lifestyle and self-care information

- common wound types and causes of wounds and their associated care requirements, including:
 - acute wounds caused by:
 - cuts
 - lacerations
 - abrasions
 - grazes
 - sprains
 - strains
 - chronic wounds, such as ulcers caused by poor circulation or medical conditions
 - contusion, bruising and soft tissue injury caused by:
 - blunt blow
 - punching
 - knock or fall
 - penetrating wounds (puncture) caused by sharp objects
 - surgical wounds
 - bites and stings
 - burns and scalds
- personal role boundaries, responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the sale of wound care medicines, aids, kits and equipment, including:
 - collecting information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - providing wound care advice
 - respecting and protecting customer privacy
 - sale of wound care products, aids and equipment
- pharmacy range of wound care medicines and products along with basic understanding of their modes of action
- relevant product and wound care terminology
- sources of information, advice and specialist services relating to wound care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when interacting with customers and assessing their wound care requirements
- apply knowledge of common wound types and associated care requirements when recommending and selling wound care medicines, equipment, products and aids
- provide information to customers in ways appropriate to customer needs and demonstrate techniques to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist
- refer to relevant sources of information to assist the customer and maintain personal currency of knowledge.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different wound care requirements
- a range of wound care products
- pharmacy protocols and procedures
- relevant documentation, such as:
 - wound care product and service information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - consulting with customers to identify their wound

care requirements

- providing advice on wound care and supplying wound care medicines, products, equipment and aids
- advising on self-care
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- role plays to confirm communication skills to meet diverse customer requirements.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Signs of infection may include:

- localised heat in the area surrounding the wound
- pus
- nausea.

Wound care medicines and products may include:

- analgesics
- anti-inflammatory medicines
- antiseptic and saline washes
- cold and hot packs
- complementary medicines
- Pharmacy Medicines
- Pharmacist Only Medicines
- Prescription Only Medicines
- skincare products, such as:
 - skin cleansers
 - moisturisers
 - sealants
 - adhesive removers
- surgical sundries
- wound dressings, such as:

- spray on dressings
 - gels, granules, pastes and beads
 - dry dressings
 - adhesive dressings
 - low adherent absorbent dressings
 - medicated bandages
 - non-stick pads
 - strapping, bandaging and sports tape.
- Sources of information** may include:
- health-care information
 - pharmacy or supplier product leaflets, brochures and manuals
 - manufacturer information
 - industry and professional publications
 - medicines databases.
- Protocols and procedures** may include:
- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - other medications being used by the customer
 - where the wound is
 - time of last tetanus shot where relevant to the wound
 - if they have seen a doctor
 - assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
- Customer requirements** may include:
- wound care services
 - wound care products, medications, aids or equipment
 - advice on wound management.
- Triggers for referral to a pharmacist** may include:
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
 - customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy

	• requested a large quantity of one or more medicines or products • customer appears to be: • sick • angry • confused • dissatisfied • uncertain • under the influence of drugs or alcohol • pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name • request for Pharmacist Only Medicine. • from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities • visiting the pharmacy, contacting the pharmacy by phone, or in their own home • with special needs, such as: • the elderly • infants • who are: • drug or alcohol affected • emotionally unstable • mentally unstable • physically unwell.
Customer may include people:	
Directions for product use may include:	• how to use wound care products and medicines correctly • how often to change dressings or use medicine • how to avoid infection • most common and important adverse effects • other lifestyle or management tips for the condition • to contact the pharmacy if the product or medicine does not help or the symptoms persist.
Conditions relating to supply may include:	• federal and state or territory legislation • industry codes of practice, standards and guidelines • pharmacy protocols and procedures relating to the sale of wound care medicines and products.
Specialist services and practitioners may include:	• doctors • pharmacists • support organisations • other health-care specialists • relevant websites.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS412 Provide Australian Needle and Syringe Program services

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide service to customers of the Australian Needle and Syringe Program (NSP) offered by some pharmacies.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. It limits them to the provision of free ready-made equipment kits and receiving used sharps. All requests for therapeutic advice must be referred to a pharmacist.

Persons providing NSP services are required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer need.	1.1.Follow pharmacy <i>protocols and procedures</i> to determine customer requirements. 1.2.Follow pharmacy procedures to respect and protect <i>customer</i> privacy. 1.3.Identify and act on situations or requests requiring referral to a pharmacist.
2. Provide NSP equipment supply, disposal and information services.	2.1.Supply <i>ready-made equipment packs</i> to customers. 2.2.Collect <i>NSP statistics</i> if required. 2.3.Accept sealed sharps disposal containers of used injecting equipment and lodge in pharmacy yellow sharps bin. 2.4.Respond to customer requests for information on <i>relevant support agencies</i> .

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain NSP services
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- accept and dispose of used equipment to minimise environmental damage
- literacy skills to:

- apply NSP operational guidelines
- follow pharmacy protocols and procedures
- record NSP statistical information
- planning and organising skills to meet customer service requirements
- teamwork skills to operate as part of a pharmacy team and provide relevant information to a pharmacist or other pharmacy staff as required

Required knowledge

- pharmacy protocols and procedures relating to NSP policies regarding:
 - accepting and disposing of used sharps containers
 - collecting information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on situations and responses requiring referral to a pharmacist
 - protecting customer privacy and anonymity
 - providing ready-made equipment
- NSP operational guidelines
- sources of information on self-referral alcohol and drug support agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy procedures to supply ready-made equipment packs and collect used sharps containers
- follow pharmacy procedures to protect customer privacy
- refer to relevant sources of information regarding support agencies to inform customers when requested
- recognise and act on all situations or requests requiring referral to a pharmacist
- plan and carry out work to meet efficient customer service workflow requirements.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- NSP operational guidelines
- a range of real or simulated customers with NSP requirements
- ready-made equipment kits, including sharps containers
- a large pharmacy sharps disposal container
- relevant documentation, such as:
 - NSP statistical forms
 - list of relevant local and online support services and agencies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - assessing customer requirements
 - providing ready-made equipment packs
 - accepting and disposing of used sharps containers containing used injecting equipment
 - collecting statistical data if required
 - providing information regarding relevant support services on request
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Protocols and procedures</i> may include:	- interacting with the customer to establish: - who the product is for - symptoms - duration of symptoms - other existing health conditions - other medications being used by the customer - if they have seen a doctor - assessing: - customer responses to questions - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
Customer requirements may include:	- ready-made equipment packs - disposal of used injecting equipment.
Customer may include:	- people acting as agents for a customer - the elderly and infirm - people who are: - illicit and injecting drug users - alcohol affected - emotionally unstable - mentally unstable - physically unwell.
Ready-made equipment packs may include packs containing:	- a specified number of syringes - swabs - filters - a sharps container.
NSP statistics may include:	- information voluntarily provided by the customer, including: - gender - postcode - age - drug - number of needles and syringes supplied.
Support agencies may	community drug and alcohol information services

include:

- HIV and hepatitis support groups
- outreach programs
- men and women's peer programs.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS413 Supply and hire aids and equipment to support home health care

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRPPKS016A Provide information, products and services to support home health care. New functional area and unit title. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information to customers on the supply and hire of suitable home health-care aids and equipment to support customers in managing health conditions at home.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. All requests for therapeutic advice must be referred to a pharmacist.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of the pharmacy home health-care aids and equipment range.	1.1. Identify and locate home health-care aids, equipment and products. 1.2. Identify customer self-care practices and sources of information on home health care. 1.3. Use appropriate product terminology. 1.4. Identify common conditions that can be supported using home health-care aids and equipment.
2. Identify customer needs.	2.1. Follow pharmacy protocols and procedures to identify the customer, their needs and degree of limitation. 2.2. Determine what aids have been tried and their efficacy. 2.3. Follow pharmacy protocols to identify triggers for referral to a pharmacist. 2.4. Follow pharmacy procedures to respect and protect customer privacy.
3. Recommend and supply home health-care aids.	3.1. Recommend and supply relevant aids, equipment and products for customer purchase. 3.2. Fit aids, equipment and products to individual customers where required. 3.3. Provide customer with information and directions for product use. 3.4. Explain and demonstrate use, care and maintenance of aids and equipment as appropriate to customer needs. 3.5. Source and order in specialist aids and equipment to meet customer needs. 3.6. Identify and act on opportunities to suggest companion products relevant to desired health-care outcomes.
4. Hire equipment and aids to customers.	4.1. Explain aids and equipment hire service and confirm customer understanding. 4.2. Complete equipment hire agreement signed by customer and a pharmacy representative. 4.3. Supply a signed copy to the customer and file duplicate pharmacy agreement.

- 4.4. Calculate and collect residual hire fees and sign off on returned hire items.
- 4.5. Clean, disinfect and store returned hire items according to pharmacy procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information and confirm understanding
 - explain hire agreement conditions
 - recommend and supply aids and equipment for home health care
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer to a pharmacist or other pharmacy staff where relevant
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to:
 - source information on equipment to meet customer's special needs
 - maintain currency of knowledge
- literacy skills to:
 - complete hiring agreements
 - interpret aids and equipment information and instructions for use
- numeracy skills to calculate hire periods and equipment hire costs
- planning and organising skills to meet efficient customer service timelines and requirements
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technical skills to:
 - assess customer degree of physical limitation
 - demonstrate safe use of aids and equipment
 - measure and fit relevant aids and equipment
- technology skills to access and use information systems required by the role

Required knowledge

- common conditions and situations that may be supported by the use of home care aids and equipment

- health claims versus evidence-based assessment of the efficacy of aids and equipment
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply and hire of home care aids and equipment, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying hire aids and equipment to support home health care
 - pharmacy equipment hire policy
 - respecting and protecting customer privacy
- range of aids and equipment, including:
 - features and benefits
 - applications
 - fitting and adjustment
 - care, cleaning and storage
- role of formal assessment by health specialists, including:
 - when referral to a pharmacist to suggest a formal assessment is appropriate
 - specialist disciplines, e.g. occupational therapist or physiotherapist
- suppliers of home care aids and equipment and procedures for sourcing aids and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when supplying or hiring out aids, equipment or products
- apply knowledge of the common conditions that can be assisted by home health-care aids, equipment or products
- apply knowledge of home health-care aids and equipment, their range and application when recommending them for hire or sale to customers
- plan and carry out work to meet efficient customer service workflow requirements

Context of and specific resources for assessment

- provide information to customers in ways appropriate to customer needs and demonstrate appropriate techniques to confirm understanding
- recognise and act on situations or requests requiring referral to a pharmacist.

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- relevant documentation, such as:
 - home health-care products and service information
 - self-care and lifestyle advice
- a range of real or simulated customers with different home health-care product and equipment requirements
- a range of home health-care aids and equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - seeking information to establish customer requirements
 - fitting aids, equipment and products where required
 - selling or hiring aids and equipment to a range of customers
 - recognising and acting on situations requiring referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Home health-care aids, equipment and products may include:

- arthritis aids
- bathroom and toilet aids
- bedroom aids
- chairs
- scooters
- wheelchairs
- walking and mobility aids and equipment
- pressure care and monitoring aids
- footwear products.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- referred to the pharmacy by a general practitioner or sleep specialist
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Sources of information may include:

- health-care information
- health specialists
- industry and professional publications
- manufacturer information
- pharmacy or supplier product leaflets, brochures and manuals.

Common conditions may

- aged care

include:

- arthritis
- incontinence
- osteoporosis
- palliative care
- various physical disabilities.

Protocols and procedures must include:

- interacting with the customer to establish:
 - who the product is for
 - symptoms
 - what limitations the customer is experiencing
 - if the customer has seen a doctor in the last 12 months
 - other existing health conditions
 - if the customer is using other aids or equipment
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the aid or equipment selected, even if the product has been requested by name.

Hire agreement may include:

- printed information outlining conditions of hire relating to:
 - acceptance
 - meanings in the agreement

- hire fees
- delivery of the equipment
- termination of the agreement and return of equipment
- proper care
- liability
- default
- general matters
- pharmacy details
- hirer details
- equipment details, including serial number for each item
- hire details, including:
 - period
 - deposit
 - delivery charge
 - rate per period
 - total amount paid
 - total hire fee
- acceptance of hire, including:
 - checklist indicating that:
 - items were checked by the pharmacy for suitability prior to hire
 - equipment was fitted to the hirer
 - use of the equipment was explained at the time of hire and appropriate printed instructions were provided
 - proper maintenance and care of items were explained and appropriate printed instructions provided
 - hirer was satisfied with the condition and suitability for the purpose of the equipment
 - signed and dated by the hirer
 - signed and dated on behalf of the pharmacy.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS414 Support the management of obstructive sleep apnoea

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise on, trial, recommend and supply continuous positive airway pressure (CPAP) equipment and to provide ongoing support to customers who are self-managing medically diagnosed sleep apnoea conditions.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants or dispensary assistants. Pharmacy assistants work directly with customers in supporting their management of obstructive sleep apnoea. In situations where customers require referral to a pharmacist for therapeutic advice or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines, products and CPAP equipment.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and respond to customer needs.	1.1.Follow <i>pharmacy protocols and procedures</i> to determine <i>customer requirements</i> . 1.2.Identify and act on <i>triggers for referral to a pharmacist</i> . 1.3.Follow pharmacy procedures to respect and protect customer privacy.
2. Complete equipment trial hire documentation.	2.1.Establish that the <i>customer</i> has documented recommendations from a sleep specialist. 2.2.Explain equipment trial and hire service and future purchase options and confirm customer understanding. 2.3.Complete CPAP equipment <i>hire agreement</i> signed by customer and a pharmacy representative. 2.4.Supply a signed copy to the customer and file duplicate pharmacy agreement.
3. Provide advice on CPAP equipment products and services.	3.1.Follow sleep study specialist recommendations and set up <i>CPAP trial equipment</i> on auto. 3.2.Fit mask and demonstrate use and hygienic maintenance of trial equipment. 3.3.Review machine readings and mask comfort after one week and adjust settings to mid-range of readings taken across the week. 3.4.Review trial at prearranged intervals and replace mask type to ensure effective operation and customer comfort where required. 3.5.Advise patient to return to treating sleep specialist for re-assessment and advice on re-adjustment of settings where snoring persists.
4. Supply sleep apnoea products.	4.1.Recommend and supply suitable CPAP equipment for customer purchase from the pharmacy range after trial period. 4.2.Explain and demonstrate required care, cleaning and maintenance of equipment to customers.

- 4.3. Provide ongoing support and recommend strategies to assist customer to adjust to using CPAP equipment where required.
- 4.4. Supply **replacement parts** to customers where required.
- 4.5. Identify and act on opportunities to suggest companion **products** relevant to desired health-care outcomes.
- 4.6. Identify and access **sources of information, specialist services and practitioners**.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - explain pharmacy CPAP services to customers
 - recommend and supply CPAP equipment
 - use and interpret non-verbal communication
 - refer to a pharmacist or other pharmacy staff
- learning skills to maintain currency of knowledge about machinery and equipment used in the treatment of sleep apnoea
- literacy skills to:
 - interpret and explain information on CPAP product care, maintenance and cleaning
 - use sleep specialist information and services to support the management of obstructive sleep apnoea
- planning and organising skills to meet customer service requirements
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technology skills to:
 - access and use information systems required by the role
 - adjust settings on CPAP machines
 - use CPAP equipment

Required knowledge

- common symptoms of sleep disordered breathing conditions, such obstructive sleep apnoea and related conditions, including:
 - snoring

- sleep arousal
- poor quality sleep leading to:
 - daytime sleepiness, fatigue and tiredness
 - poor concentration
 - irritability and mood changes
- common lifestyle factors that can contribute to sleep disorder conditions, such as:
 - consuming alcohol prior to sleep
 - obesity
 - smoking
 - use of sedatives
- common types of sleep disorder breathing and their physiological effects on the body, including:
 - normal flow
 - narrowed flow
 - flow limitation with snoring
 - apnoea
- pharmacy protocols and procedures relating to:
 - collecting information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - hiring and supplying CPAP machines and equipment
 - identifying and acting on triggers for referral to a pharmacist
 - providing CPAP services
 - respecting and protecting customer privacy
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- procedures for the use, care and maintenance for CPAP equipment
- product and health condition terminology
- sources of information, advice and specialist services relating to obstructive sleep apnoea

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate

Evidence of the ability to:

- apply knowledge of sleep disordered breathing conditions and the application of continuous positive

competency in this unit

airway pressure to advise on CPAP equipment products and services

- demonstrate the use, care and hygienic maintenance of CPAP equipment to customers
- fit, recommend and supply CPAP equipment to customers
- identify and refer to specialist sources of information, advice and expertise to assist the customer and maintain personal currency of knowledge
- recognise and act on situations or requests requiring referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different CPAP requirements
- a range of CPAP equipment
- pharmacy protocols and procedures
- relevant documentation, such as:
 - sleep specialists' recommendations
 - CPAP equipment product and service information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - consulting with customers to identify their CPAP requirements
 - trialling and reviewing the use of CPAP equipment by customers
 - recommending and selling CPAP equipment
 - sourcing and providing information on lifestyle and self-care practices
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning

	knowledge • role plays to confirm communication skills to meet diverse customer requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Pharmacy protocols and procedures</i> may include:	• interacting with the customer to establish: • who the product is for • that the customer has documented recommendations from a sleep specialist advising on equipment and settings • that CPAP equipment being purchased is for a customer who is under the supervision of a doctor • assessing: • customer responses to questions • own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
<i>Customer requirements</i> may include:	• assistance with the use or maintenance of customer's own CPAP equipment • advice on CPAP equipment based on the outcomes of: • a home-based sleep study • an in-hospital sleep clinic study • review of the trial of CPAP equipment • replacement parts for CPAP equipment.
<i>Triggers for referral to a pharmacist</i> must include:	• customer who is: • a child under 2 • an aged person • pregnant or breastfeeding • taking other medicines • customer who has:

- had the complaint for some time
- other health conditions, such as asthma, diabetes and high blood pressure
- used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- referred to the pharmacy by a general practitioner or sleep specialist
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Hire agreement may include:

- acceptance of hire, including checklist indicating that:
 - items were checked by the pharmacy for suitability prior to hire
 - mask was fitted to the hirer
 - use of the CPAP machine was explained at the time of hire and appropriate printed instructions were provided
 - proper maintenance and care of items was explained and appropriate printed instructions were provided
 - hirer was satisfied with the condition and suitability for the purpose of the equipment
 - checklist was signed and dated by the hirer
- equipment details, including serial number for each item

- hirer details
 - hire period, including:
 - period
 - deposit
 - delivery charge (if applicable)
 - rate per period
 - total amount paid
 - total hire fee
 - pharmacy details
 - printed information outlining conditions of hire relating to:
 - acceptance
 - default
 - delivery of the equipment
 - general matters
 - hire fees
 - liability
 - meanings in the agreement
 - proper care
 - termination of the agreement and return of equipment
 - signed and dated on behalf of the pharmacy.
- CPAP machine
 - humidifier
 - masks
 - tubing.
- filters
 - humidifier tank
 - masks
 - tubing.
- aids to maintain skin integrity on facial areas impacted by masks, such as:
 - adhesive dressings
 - creams.
- doctors
 - health-care information
 - manufacturer information
 - pharmacy or supplier product leaflets, brochures and manuals
 - pharmacists
 - reliable websites.

CPAP trial equipment may include:

Replacement parts may include:

Companion products may include:

Sources of information, specialist services and practitioners may include:

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCHCS415 Coordinate pharmacy health promotions and home medicine reviews

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement health promotions and coordinate home medicines reviews within a community pharmacy.

Application of the Unit

This unit applies to pharmacy assistants and dispensary assistants in community pharmacies.

Persons in this role may report directly to a front of pharmacy manager under the indirect supervision of a pharmacist or report directly to a pharmacist. Within this context, a person undertaking this role applies discretion, judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Develop health education, promotion and awareness strategies.

- 1.1. Establish goals and objectives for health education, promotion and awareness.
- 1.2. Identify and assess potential ***health promotion*** and related ***awareness strategies*** to ensure compatibility with ***pharmacy requirements***.
- 1.3. Ensure that timelines and costs for promotion of activities are realistic and consistent with budget resources.
- 1.4. Develop action plans to provide details of products and services being promoted.
- 1.5. Present and advocate health education and promotion strategies to the pharmacy team.

2. Implement health education and awareness promotions.

- 2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals.
- 2.2. Identify and agree on roles and responsibilities for delivery of promotional services and allocate to relevant personnel.
- 2.3. Establish and conduct relationships with targeted groups in a manner that enhances the positive image of the pharmacy.
- 2.4. Use ***networks*** to assist in the implementation of promotional activities.
- 2.5. Monitor and evaluate activities against the goals and objectives of the program.

3. Coordinate home medicines reviews.

- 3.1. Confirm that all mandatory fields of the general practitioner (GP) referral form have been completed and record date of receipt.
- 3.2. Check availability of pharmacist to conduct home medicines review.
- 3.3. Determine and book customer's preferred place, time and date for the review.

3.4. Notify the relevant GP with details of review arrangements before each interview.

3.5. Maintain **records of patient home medicines reviews (HMR)** as directed by the pharmacist.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - ask questions to identify and confirm requirements
 - engage with customers during promotions
 - collaborate with others regarding development of promotional strategies
 - present and advocate health education and promotion strategies to the pharmacy team
 - provide relevant information to a manager or supervising pharmacist
 - liaise with suppliers through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to research potential health promotion activities
- problem-solving skills to manage contingencies in promotional activities
- literacy skills to:
 - read a variety of texts
 - prepare general information and papers
 - write formal and informal letters according to target audience
- technology skills to select and use technology to maintain records of home medicines reviews

Required knowledge

- pharmacy protocols and procedures relating to promotional strategies for pharmacy products and services, including:
 - pharmacy layout and presentation
 - advertising and promotions
 - organising and documenting home medicines reviews
- project management principles, including liaising with others and coordinating activities to achieve outcomes within budget and timelines
- planning processes for organising promotional activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when developing and implementing promotional strategies for health education and awareness
- design and deliver health promotion activities
- monitor and evaluate health education and awareness promotional activities
- present and advocate promotional strategies within the pharmacy
- assess and report on customer satisfaction
- coordinate home medicines reviews .

Context of and specific resources for assessment

Assessment must ensure that competency:

- is observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrates the development of promotional strategies for a range of products and services performed over a sufficient period of time to demonstrate handling of a range of contingencies
- is demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- dispensary information systems
- examples of relevant products and services and health promotional strategies
- office equipment and resources
- relevant pharmacy policy and procedures
- relevant codes of practice or guidelines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - planning, implementing and evaluating a health

promotion

- coordinating home medicines reviews
- analysis of responses to case studies and scenarios
- assessment of written reports
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Health promotion may include:

- any subject from a possible wide range of health topics, such as:
 - free blood pressure testing
 - diabetes awareness and glucose testing
 - continence education
 - diet and nutrition
 - healthy heart promotions
 - smoking cessation
 - SunSmart.

Awareness strategies may include:

- advertisements
- flyers
- informing customers about the event
- customer functions
- health screening services
- local media announcements
- product launches
- web pages.

Pharmacy requirements may include:

- confidentiality and security requirements
- defined resource parameters
- pharmacy and ethical standards
- goals, objectives, plans, systems and processes

- legal and organisational policies, guidelines and requirements
 - work health and safety (WHS) policies, procedures and programs
 - pricing and discount policies
 - quality processes and standards
 - who is responsible for products or services.
- Personnel and resources*** may include:
- management
 - marketing funds
 - pharmacy staff
 - promotional products
 - samples
 - technology
 - time
 - venue
 - visiting experts.
- Networks*** may include:
- supplier
 - customer
 - internal
 - media and promotional
 - professional
 - social.
- Records of patient home medicines reviews*** may include:
- medication profile
 - information provided
 - record of activities undertaken, strategies developed, date and pharmacist's name
 - outcome of activities undertaken during the course of the HMR
 - facilitation of desired outcomes of the HMR
 - methods and times of communication preferred by the GP and other involved health professionals
 - copy of the medication management plan developed by the GP
 - referral form provided by the GP.

Unit Sector(s)

Community Pharmacy

Competency field

Health Care Support

SIRCIND201 Operate in a community pharmacy framework

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide service to customers in the context of a community pharmacy environment.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants, engaged in a limited range of pharmacy customer service and supply activities.

A person undertaking this role usually reports directly to a pharmacy retail supervisor, working indirectly under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Locate pharmacy product and service areas.	1.1. Identify <i>types of medicines</i> as defined by Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP) that are found in pharmacies, and requirements relating to their storage and display location. 1.2. Locate and direct customers to <i>key product and service areas</i> within the pharmacy.
2. Follow pharmacy customer service procedures.	2.1. Greet and farewell customers according to pharmacy procedures. 2.2. <i>Communicate</i> with <i>customers</i> in a professional, courteous manner according to <i>pharmacy service protocols and procedures</i>. 2.3. Convey a positive, helpful approach if responding to expressed customer dissatisfaction. 2.4. Meet <i>customer needs</i> and reasonable requests or refer to the pharmacist or a relevant experienced staff member according to pharmacy protocols. 2.5. Apply <i>tact and discretion</i> when collecting information and providing information to customers. 2.6. Identify and act on <i>triggers for referral to a pharmacist or other pharmacy staff</i>.
3. Accept prescriptions.	3.1. Approach customers and accept prescriptions in a timely manner. 3.2. Collect key customer and dispensing information and record on <i>prescription intake form</i>. 3.3. Refer any prescription queries or discrepancies directly to the pharmacist. 3.4. Lodge prescriptions together with completed prescription intake form for dispensing.
4. Work within pharmacy requirements.	4.1. Work within own job role boundaries and recognise roles and responsibilities of colleagues and immediate supervisors. 4.2. Seek advice, direction, and support from appropriate <i>team members</i> where required under pharmacy protocols. 4.3. Interpret staff rosters accurately and provide sufficient notice of unavailability for rostered hours according to pharmacy requirements.

- 4.4. Develop and use current working knowledge and understanding of **employee** and **employer rights and responsibilities**.
- 4.5. Comply with relevant duty of care, legal responsibilities and support **organisational culture**.
- 4.6. Participate in pharmacy **safe and sustainable work practices**.
- 5. Develop effective work habits.
 - 5.1. Follow pharmacy hygiene, personal presentation and dress code.
 - 5.2. Act promptly on instructions, information and procedures relevant to the particular task.
 - 5.3. Confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.
 - 5.4. Ask questions to seek and clarify workplace information.
 - 5.5. Plan and organise **daily work routine** within the scope of own job role.
 - 5.6. Prioritise and complete tasks according to required timeframes.
 - 5.7. Identify **work and personal priorities** and achieve a balance between competing priorities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - convey a positive and helpful approach towards customers
 - ask questions to identify and confirm customer requirements
 - direct customers to relevant areas in the pharmacy
 - listen to the ideas and opinions of others in the team
 - seek direction from or refer customers to more experienced pharmacy assistants or a pharmacist as relevant
 - use culture appropriate language and concepts
 - use and interpret non-verbal communication
- literacy skills to:
 - follow rosters
 - follow pharmacy procedures
 - read scheduling information on product labels
 - record customer information
 - follow pharmacy service protocols and procedures
- planning and organising skills to:
 - identify and meet competing priorities

- manage tasks within workplace timeframes
- plan and organise daily work routine
- technology skills to access and use information systems required by the role

Required knowledge

- employer and employee responsibilities under an Australian Apprenticeship contract (if applicable)
- pharmacy protocols and procedures relating to:
 - assisting and directing customers to more experienced staff
 - boundaries and responsibilities of each job role in the pharmacy team
 - dress and personal presentation
 - greeting customers
 - dealing with grievances
 - discriminatory behaviour
 - providing service to customers
 - referring customers to a:
 - pharmacist
 - more experienced pharmacy assistant
 - rosters
- health privacy principles
- industry awards and agreements relevant to the job role
- personal role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- reasons why medicines are not normal items of sale and buying in bulk is discouraged
- relevant legislation and statutory requirements as they affect a community pharmacy, such as:
 - equal employment opportunity
 - work health and safety (WHS)
 - privacy
 - anti-discrimination legislation
- rights and responsibilities of employees and employers
- terms and conditions of employment
- types of medicines found in the pharmacy and their location, including:
 - scheduled medicines
 - unscheduled medicines
- typical groupings and locations of non-scheduled products in pharmacies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- accept and lodge prescriptions for dispensing
- apply knowledge of employee and employer rights and responsibilities to own work
- follow pharmacy personal presentation and dress code
- direct customers to product and service locations in the pharmacy
- identify and follow relevant pharmacy service protocols and procedures
- recognise personal role boundaries and refer customers to a pharmacist or a more experienced staff member where relevant.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a pharmacy work team with a variety of roles and responsibilities, and relevant pharmacy protocols and procedures
- a range of customers with different requirements
- scheduled and unscheduled medicines and pharmacy stock storage locations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - directing customers to relevant medicine and product locations
 - accepting prescriptions and collecting relevant information from customers

- referring customers to more experienced pharmacy assistants or a pharmacist where relevant
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of medicines may include:

- scheduled medicines, including:
 - Pharmacy Medicine (S2)
 - Pharmacist Only Medicine (S3)
 - Prescription Only Medicine (S4)
 - Controlled Drug (S8)
- unscheduled medicines.

Key product and service areas may include:

- analgesics and anti-inflammatories
- baby and infant care
- coughs and colds
- continence management
- eye and ear
- first aid and wound care
- health-care support areas for conditions, such as:
 - asthma
 - blood pressure
 - diabetes
 - nutrition and weight management
 - obstructive sleep apnoea
 - smoking cessation
- oral care
- professional services area

- sexual health
 - skin and fungal
 - supply and hire of home health-care aids and equipment
 - unscheduled pharmacy products
 - vitamins, minerals, supplements and complementary medicines.
- Communication** may include:
- face-to-face contact with customers
 - receiving telephone calls
 - non-verbal communication
 - speaking clearly and concisely
 - using open and inclusive language.
- Customers** may include people:
- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - visiting the pharmacy, contacting the pharmacy by phone, or in their own home
 - with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Pharmacy service protocols and procedures** may include:
- greeting and assisting customers
 - documented quality system protocols and procedures that address:
 - checking that customers presenting Pharmacy Only and Pharmacist Only Medicines for purchase have been advised by a pharmacy assistant or a pharmacist
 - protecting customer privacy
 - referral to an experienced pharmacy assistant
 - referral to a pharmacist
 - responding to and referring on a customer complaint
 - role boundaries and authorities in the pharmacy team.
- Customer needs** may include:
- advice on medicines or products for particular conditions
 - lodging or collecting prescriptions
 - pharmacy services
 - seeking products or information for self or another person
 - requests for a specific:
 - scheduled medicine
 - unscheduled medicine or product.

Tact and discretion may include:

- respecting and protecting customer privacy when:
 - communicating with customers or their agents
 - collecting customer information
- providing information to customers in ways that respond to customer needs
- referring the customer to a pharmacist or a more experienced pharmacy assistant
- confirming customer understanding.

Triggers for referral to a pharmacist or other pharmacy staff may include:

- a customer who appears to be:
 - sick
 - confused
 - uncertain
 - dissatisfied
 - angry
 - under the influence of drugs or alcohol
- requests for large quantities of a particular type of medicine
- a customer requesting Pharmacist Only Medicine.

Prescription intake form may include:

- indication that the form is confidential
- sections on which to record:
 - date and time
 - indication that:
 - customer is waiting for the medicine
 - collecting later
 - delivery is required
 - customer details, such as:
 - name and address
 - Medicare number
 - entitlement card and number and type
 - medicine allergies
 - date of birth and weight (child only)
 - indication that this is new medicine to this customer
 - items on the prescription that are to be dispensed
 - customer consent to brand substitution, if available
 - indication that the customer has requested or requires:
 - Consumer Medicine Information (CMI)
 - pharmacist consultation
 - receipt
 - additional notes
 - name of person accepting the prescription and time of

	taking in
	• prescription form serial number • surname of the person collecting the prescription.
Appropriate team members may include:	• more experienced pharmacy assistant • pharmacist • supervisor.
Employee rights and responsibilities may include:	• attendance • confidentiality and privacy of the business, client and colleague information • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to WHS.
Employer rights and responsibilities may include:	• responsibility to provide a safe environment free from discrimination and sexual harassment according to relevant state or territory and commonwealth anti-discrimination legislation • right to counsel or dismiss employees if employees: • are negligent, careless or cause an accident • commit a criminal offence • behave in a manner not consistent with established code of conduct, such as revealing confidential information.
Organisational culture may include:	• pharmacy chain of command • organisational structure, including own position and role boundaries within the structure • organisational goals, values and behaviour • pharmacy protocols, procedures and quality assurance manuals relating to: • contact with customers • interaction with other team members • interaction with supervision and management • job descriptions and responsibilities.
Safe and sustainable work practices may include:	• discussing and negotiating problems and tasks with other team members • identifying and reporting risks or hazards • implementing environmental protection procedures, such as: • waste minimisation • recycling

- Daily work routine*** may include:
- reuse
 - waste disposal
 - water efficiency
 - listening to the ideas and opinions of others in the team
 - sharing knowledge and skills
 - solving problems as a team
 - using equipment according to guidelines.
 - interacting with customers
 - interacting with supervisors and other staff members
 - handling the telephone
 - organising and maintaining work areas
 - maintaining merchandise and displays
 - observing scheduled breaks
 - assisting other team members
 - working within required timelines.
- Work and personal priorities*** may include:
- education
 - home and family
 - cultural practices
 - other jobs
 - social activities.

Unit Sector(s)

Community Pharmacy

Competency field

Industry

SIRCIND202 Plan a career in community pharmacy

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and interests and to explore related retail career options in community pharmacy and other pharmacy settings.

The unit also covers planning future skill development with the help of a career adviser or experienced community pharmacy staff.

Application of the Unit

This unit applies to entry level pharmacy assistants who may be employed full time or combining secondary education with work in a community pharmacy, and exploring career goals, education and training options for future job roles in pharmacy settings.

A person undertaking this role may report directly to a front of pharmacy supervisor and is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Explore career opportunities and preferences.

- 1.1. Obtain information from ***advisory services*** and talk to advisory and ***experienced personnel*** to identify the nature of work in a range of pharmacy career options.
- 1.2. Explore education and training requirements for a range of ***pharmacy career options***.
- 1.3. Assess levels of personal aptitude and fulfilment in relation to a range of retail workplace tasks and responsibilities.
- 1.4. Assess levels of personal interest in a range of retail career options.
- 1.5. Document optimum career preferences and related education and training requirements.

2. Identify skill development requirements.

- 2.1. Identify opportunities and stages of skill development for selected retail career preferences in consultation with advisory or experienced personnel.
- 2.2. Identify current stage of career development by assessing and documenting current personal skills and knowledge against competencies relevant to career preferences.
- 2.3. Discuss results of assessment with advisory or experienced pharmacy personnel and identify additional skill development requirements for career progression.
- 2.4. Document skill development options for selected career preferences.

3. Plan pharmacy career progression.

- 3.1. Review and select options for immediate and future skill development in discussion with advisory or experienced personnel.
- 3.2. Select and document skill development options and allocate timelines for progression.
- 3.3. Collate personal skill assessment and career planning documentation and update regularly with skill development

evidence.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit

Required skills

- critical thinking skills to:
 - assess personal skills and preferences
 - evaluate career options
- communication skills to:
 - ask questions relating to career options
 - explain personal career preferences
 - make telephone calls to advisory services and experienced personnel
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to find, read and record information
- planning and organising skills to:
 - collect and collate information
 - schedule and complete tasks
 - set and meet timeframes
- technical skills to:
 - conduct internet research
 - produce word-processed documents

Required knowledge

- importance of skill development in career planning
- internet research methods
- sources of advice on career planning and skill development
- job roles in pharmacy settings
- qualification pathways to achieve particular job outcomes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- research and document the range of pharmacy career options, qualifications and possible pathways to different job roles
- document a personal career plan, outlining skill development options for selected career preferences, including timelines for progression
- assess and document current personal skills and knowledge.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines.

Assessment must ensure access to:

- technology to research career information
- current and comprehensive information on qualifications, including entry requirements and modes of study
- involvement with careers advisers or experienced community pharmacy staff as part of the career planning process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of the individual's personal career plan
- written or oral questions appropriate to the language and literacy level of the learner to test knowledge, such as:
 - sources of advice on career planning and skill development
 - job roles in pharmacy settings
 - qualification pathways to achieve particular job outcomes
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Advisory services may include:

- career specialist websites
- corporate career advisory services
- government career services
- industry associations' career services
- education and training institutions' career services.

Experienced personnel may include:

- colleagues
- mentors
- supervisors
- trainers.

Pharmacy career options may include:

- community pharmacy job roles, such as:
 - pharmacy assistant
 - dispensary assistant
 - pharmacy retail manager
 - buyer
 - pharmacist
- hospital pharmacy roles, such as:
 - pharmacy assistant
 - pharmacy technician
 - senior pharmacy technician
 - dispensary technician
 - distribution technician
 - pharmacist.

Unit Sector(s)

Community Pharmacy

Competency field

Industry

SIRCMER401 Market and promote a pharmacy products and services area

Modification History

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

Release Date	Comments
First Release	This is updated and equivalent to SIRPMER001A Market and promote a pharmacy products and services area.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement promotional strategies within a community pharmacy.

The unit covers establishing customer profiles, developing, implementing and evaluating promotional strategies.

Application of the Unit

This unit applies to pharmacy assistants who are responsible for the marketing and promotion of a specified front of pharmacy products and services area.

Persons undertaking this role may report directly to a retail manager, under the overall supervision of a pharmacist, or report directly to a pharmacist. Within this context, they apply discretion, judgement and accept responsibility for outcomes of their own work.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and sale of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and

Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify market characteristics.	1.1. Identify demographics of target customer group. 1.2. Identify products and services to meet market opportunities. 1.3. Develop promotional strategies taking into account relevant information and compliance factors in collaboration with relevant individuals and groups.
2. Develop promotional strategies.	2.1. Evaluate strengths and weaknesses of existing promotional strategies . 2.2. Develop promotional strategies according to pharmacy business and marketing strategies and regulatory requirements regarding the operation of community pharmacies. 2.3. Collaborate with relevant colleagues and the supervising retail manager or pharmacist before proceeding with the concept.
3. Identify and secure required resources.	3.1. Select resources appropriate for the venue, product and needs of customers. 3.2. Liaise with product suppliers to ensure availability of resources to meet promotional timeframes. 3.3. Secure resources within budget allocation.
4. Implement and evaluate promotional strategies.	4.1. Design and position display according to visual merchandising principles. 4.2. Ensure that product advertising occurs according to legislative requirements and pharmacy policy and procedures. 4.3. Engage with customers to verbally promote products and services where included in the promotional strategy.

4.4. Evaluate promotional strategies against sales turnover, customer feedback and pharmacy promotional standards.

4.5. Review and report on strategies to take advantage of opportunities for improvement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - collaborate with others regarding development of promotional strategies
 - provide relevant information to a manager or supervising pharmacist
 - liaise with suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - engage with customers during promotions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to:
 - collect information on customers and markets
 - research characteristics of target customer bases
 - source, record and disseminate promotional information
 - evaluate promotional strategies
- literacy and numeracy skills to interpret promotional information
- technology skills to access and use information systems required by the role

Required knowledge

- pharmacy protocols and procedures relating to promotional strategies for pharmacy products and services, including:
 - store layout and presentation
 - advertising and promotions
 - pricing and marking down of goods, including risk assessment
 - housekeeping for premises, fittings, fixtures and equipment
 - location of Pharmacy Only and Pharmacist Only Medicines
- pharmacy product and service range to be promoted
- pharmacy merchandising plan
- current availability and sources for new and existing products and services
- principles of visual merchandising
- project management principles, including liaising with others and coordinating activities to achieve outcomes within budget and timelines

- sources of information on customer expectations and market trends

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply pharmacy protocols and procedures when developing and implementing promotional strategies
- apply research skills to collect information on customer and market expectations and opportunities
- collect and evaluate information to assess the success of strategies and make recommendations for improvement
- recommend promotional strategies
- plan and carry out work to meet promotional requirements.

Context of and specific resources for assessment

Assessment must ensure that competency:

- is observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrates the development of promotional strategies for a range of products and services performed over a sufficient period of time to demonstrate handling of a range of contingencies
- is demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- information on a merchandise or services range
- pharmacy policy and procedures
- promotional and display materials
- relevant pharmacy protocols and procedures
- pharmacy display standards and guidelines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace researching, developing and evaluating display and promotional strategies for a range of pharmacy products and services
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- case studies that involve researching, collaborating, planning and implementing a strategy that markets and promotes a pharmacy products or services area
- review of portfolios of evidence and third-party reports of on the job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:

- target market
- store image
- market segmentation and business strategy
- visual merchandising concepts
- store layout and space availability
- pricing policies
- feedback from customers and staff
- seasonal trends.

Compliance factors may include:

- guidelines and promotional materials relating to pharmacy group buying and display
- planogram requirements

product display location required by schedule classification

- pharmacy protocols and procedures relating to promotion of pharmacy products and services.

Promotional strategies may include:

- companion selling
- advertising media, such as:
 - catalogues
 - newspapers

- Resources** may include:
- posters promoting:
 - specific product or service
 - loyalty schemes.
 - display fixtures
 - brochures
 - sales personnel
 - stationery, posters and photographs
 - products
 - furniture
 - stands and shelves
 - demonstration equipment.

Unit Sector(s)

Community Pharmacy

Competency field

Merchandising

SIRCPPK201 Assist customers seeking commonly requested vitamins, minerals and supplements

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, advise on, and select and supply vitamins, minerals and other supplements commonly requested from the pharmacy range.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. It restricts pharmacy assistants to suggesting unscheduled vitamins, mineral and supplements and unscheduled medicines to customers, in situations not requiring referral to a pharmacist for therapeutic advice. In situations where customers seeking vitamins, minerals or supplements require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information on customer vitamin or supplement needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with vitamins, minerals and supplements that have been tried to relieve symptoms or address needs. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1.Assess customer information and determine response. 2.2.Act on triggers for referral to a pharmacist. 2.3.Select and suggest vitamins, minerals and supplements where suited to customer symptoms and needs. 2.4.Follow pharmacy procedures relating to conditions of supply for vitamins, minerals and supplements.
3. Provide relevant product, self-care and lifestyle information.	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2.Suggest companion products relevant to desired health outcomes. 3.3.Provide customers with information on lifestyle, self-care practices and specialist services relating to nutrition and the treatment of vitamin and mineral deficiencies. 3.4.Access and provide relevant sources of self-care information to customers.

4. Maintain and build own knowledge of commonly requested vitamins, minerals and supplements.
- 4.1. Locate the pharmacy range of vitamins, minerals and supplements.
- 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply vitamin, mineral or supplement products
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about the use of commonly requested vitamins, minerals and supplements
- literacy skills to:
 - follow pharmacy procedures
 - interpret product and self-care information
 - use specialist information and services to support the management of nutrition
- planning and organising skills to meet customer service requirements
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technology skills to access and use information systems required by the role

Required knowledge

- common diet and nutrition-related conditions and contributing factors
- common causes of vitamin and mineral deficiency, including:
 - inadequate or fad diets
 - excessive alcohol consumption
 - excessive use of laxatives
 - regular consumption of overcooked food
 - lack of sunlight

- poor food storage
- overuse of convenience foods
- food allergies resulting in the omission of important food groups
- pregnancy and lactation
- accidents and illness
- regular athletic performance
- commonly requested vitamins, minerals and supplements
- common interactions of vitamins, minerals and supplements that may contraindicate their use along with other medicines
- groups most commonly at risk of vitamin deficiency
- health claims versus evidence-based assessment of the efficacy of vitamins, minerals and supplements
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of vitamins, minerals and supplements, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, information and aids to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of pharmacy vitamin, mineral and supplements and products
- product and health condition terminology
- relevant Pharmacist Only Medicines in the pharmacy range
- sources of information, advice and specialist services relating to diet and nutrition

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply knowledge of commonly requested vitamins minerals and supplements and their applications, to suggest and supply products to customers
- collect information from and inform customers in ways appropriate to their needs

- demonstrate appropriate techniques to confirm customer understanding of contraindications and directions for product use
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply pharmacy protocols and procedures relating to conditions of supply when supplying vitamins, minerals and supplements.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with presenting with different requirements
- a range of vitamins, minerals and supplements
- pharmacy protocols and procedures
- relevant documentation, such as:
 - product information relating to vitamins, minerals and supplements
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with a range of customers in the workplace:
 - seeking information to establish customer requirements
 - recommending and selling vitamins, minerals and supplements
 - suggesting companion products and lifestyle management strategies
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge

- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Vitamins, minerals and supplements may include commonly requested:

- vitamins, including:
 - A (Retinol-Carotene)
 - B-complex group:
 - B1 (Thiamine)
 - B2 (Riboflavin)
 - B3 (Niacin amide)
 - B5 (Pantothenic acid)
 - B6 (Pyridoxine)
 - B12 (Cobalamin-Cyanocobalamin)
 - B9 (Folic Acid)
 - C (Ascorbic Acid)
 - D (Calciferol-Viosterol-Ergosterol)
 - E (Tocopherol)

- K (Menadione)
- minerals, including:
 - calcium
 - chromium
 - iodine
 - iron
 - magnesium
 - potassium
 - phosphorous
 - selenium
 - sodium
 - zinc
- supplements, including:
 - fish oil
 - glucosamine.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending vitamins, minerals or supplements.

Triggers for referral to a pharmacist must include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy

- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
 - pharmacy assistant is unsure and needs confirmation of the vitamin, mineral or supplement selected, even if the product has been requested by name
 - request for Pharmacist Only Medicine.
- Directions for product use** may include:
- how to use the vitamin, mineral or supplement correctly
 - how often to use the vitamin, mineral or supplement
 - correct dose and maximum dose not to be exceeded
 - most common and important adverse effects
 - other lifestyle or management tips for the condition
 - to contact the pharmacy if the product does not help or the symptoms persist.
- Companion products** may include:
- analgesics and anti-inflammatory medicines and products
 - complementary medicines
 - dosage measures.
- Sources of self-care information** may include:
- customer self-care cards
 - health-care fact sheets
 - pharmacy or supplier product leaflets, brochures and manuals
 - product support material
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK202 Assist customers seeking eye and ear products

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRPPKS006A Identify, locate and sell eye, ear and oral care products. Technical modification of all areas of the unit. Change to scope and outcomes of the unit. Unit no longer includes oral care.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information to customers on products, services and customer self-care practices relating to eye and ear care, and supply products relevant to their needs.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicines or products for eye and ear applications. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and

Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer eye or ear care needs.	1.1. Approach and question customer to establish who will be using the product. 1.2. Confirm relevant symptoms, their duration and their severity. 1.3. Determine customer satisfaction with eye or ear care products that have been tried to relieve symptoms. 1.4. Identify any other health conditions and medicines the customer is taking. 1.5. Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1. Assess customer information and determine response. 2.2. Act on triggers for referral to a pharmacist. 2.3. Select and suggest Pharmacy Medicines or unscheduled medicines and products where suited to customer eye or ear symptoms and requirements. 2.4. Follow pharmacy procedures relating to conditions of supply of eye and ear medicines and products.
3. Provide relevant product, self-care and lifestyle information.	3.1. Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2. Suggest companion products relevant to desired health outcomes. 3.3. Offer lifestyle and self-care advice where relevant to desired health-care outcomes. 3.4. Access and provide relevant sources of self-care information

to customers.

4. Maintain and build own knowledge of eye and ear care medicines and products.	4.1. Locate the pharmacy range of eye and ear care medicines and products.
	4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply eye and ear care products
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled eye and ear care products
- literacy skills to:
 - interpret medicine, product and self-care information
 - follow pharmacy protocols and procedures
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a pharmacy team, providing relevant information to and seeking advice from a pharmacist and other pharmacy staff as required
- technical skills to assess eye and ear requirements
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring eye or ear care products

Required knowledge

- aids and equipment that may be of assistance to customers requiring eye or ear care medicines or products
- common risk factors that can contribute to eye or ear conditions and related lifestyle and

self-care information

- common side effects of using eye or ear care medicines
- common symptoms and conditions for which eye and ear products may be of assistance
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of eye or ear care medicines and products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines and products used to treat eye and ear conditions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply knowledge of symptoms or indicators of common eye and ear conditions and the pharmacy product range to suggest and supply suitable medicines and products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- apply pharmacy protocols and procedures relating to conditions of supply for eye and ear care medicines, products, aids and equipment.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the

assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines, unscheduled medicines and products used to treat and support customers with eye or ear conditions
- pharmacy protocols and procedures
- relevant documentation, such as:
 - medicine and product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - seeking information to establish customer requirements
 - recommending and supplying medicines and products to treat or manage eye and ear conditions, to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Customer*** may include people:
- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - visiting the pharmacy, contacting the pharmacy by phone, or in their own home
 - with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Eye or ear care products*** may include:
- ear protection products
 - contact lens products
 - products in various forms, including:
 - liquids
 - drops
 - washes and sprays
 - ointments and creams
 - complementary medicines
 - unscheduled medicines
 - Pharmacy Medicines.
- Protocols and procedures*** may include:
- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
- Response*** may include:
- referral to:
 - a more experienced team member

Triggers for referral to a pharmacist may include:

- a pharmacist
- recommending medicines or products.
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- how to use the medicine or product correctly
- how often to use the medicine or product
- correct dose and maximum dose not to be exceeded
- most common and important adverse effects
- other lifestyle or management tips for the condition
- to contact the pharmacy if the medicine or product doesn't help or symptoms persist.

Companion products may include:

- vitamins and supplements
- aids and equipment.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK203 Assist customers seeking first aid and wound care products

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS008A Identify, locate and sell first aid and wound care products. New unit title. Technical modification of all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant first aid and wound care products, and advise on self-care practices.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicines for first aid and wound care. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicine (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicine and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer first aid and wound care needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with first aid and wound care products that have been tried to relieve symptoms. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1.Assess customer information and determine response. 2.2.Act on triggers for referral to a pharmacist. 2.3.Select and suggest Pharmacy Medicine or unscheduled medicines and products where suited to customer first aid and wound care needs. 2.4.Follow pharmacy procedures relating to conditions of supply of first aid and wound care products.
3. Provide relevant product, self-care and lifestyle information.	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2.Suggest companion products relevant to desired health outcomes. 3.3.Offer lifestyle and self-care advice where relevant to desired

health-care outcomes.

3.4. Access and provide relevant ***sources of self-care information*** to customers.

4. Maintain and build own knowledge of first aid and wound care products.	4.1. Locate the pharmacy range of first aid and wound care medicines and products.
	4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply first aid and wound care products
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the range of Pharmacy Medicines and unscheduled first aid and wound care products
- literacy skills to:
 - follow pharmacy procedures
 - interpret medication and self-care information
- planning and organisational skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technical skills to:
 - select appropriate bandages, dressings, strapping and supports
 - demonstrate procedures for applying bandages, dressings, strapping and supports
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring first aid and wound care medicines
- technology skills to access and use information systems required by the role

Required knowledge

- aids and equipment that may be of assistance to customers requiring first aid and wound

care products

- appropriate product terminology
- common risk factors that can contribute to sustaining injuries and wounds and related lifestyle and self-care information
- common types of injuries encountered in pharmacies, including:
 - sprains
 - breaks
 - bruising
 - infection
- personal role boundaries, responsibilities and circumstance under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of first aid and wound care products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on a referral to a pharmacist
 - identifying and supplying relevant first aid and wound care medicines, products, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines and products used for first aid and wound care and basic understanding of their application for injury conditions and modes of action
- skin structure, the healing process and advantages of moist wound healing
- types of wounds encountered in pharmacies, including:
 - acute wounds
 - chronic wounds

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers, in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- demonstrate appropriate techniques to confirm customer understanding of directions for product use and ongoing

self-care of wounds or injuries

- apply knowledge of common wounds, injuries and the pharmacy range to suggest and supply suitable first aid and wound care medicines, aids and equipment
- apply pharmacy protocols and procedures relating to conditions of supply for first aid and wound care medicines and products.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines, unscheduled items and companion products used to treat and support customers with injuries and wounds
- pharmacy protocols and procedures
- relevant documentation, such as:
 - first aid and wound care product information
 - self-care advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - seeking information to establish customer requirements
 - recommending and supplying medicines and products for first aid and wound care, to a range of customers
 - acting on situations or requests that indicate the need to refer customers to a pharmacist or a more senior colleague
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet

	diverse customer requirements
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:	• from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities • visiting the pharmacy, contacting the pharmacy by phone, or in their own home • with special needs, such as: • the elderly • infants • who are: • drug or alcohol affected • emotionally unstable • mentally unstable • physically unwell.
First aid and wound care products may include:	• dressings, strapping, bandages and supports • surgical implements • antiseptic, skin healing and care products • aids and equipment, e.g. protective devices and mobility aids • unscheduled medicines • Pharmacy Medicines • products in various forms, including: • liquids, sprays and gels • adhesive and non-adhesive pads and patches • creams and ointments • pastes.
Protocols and procedures may include:	• interacting with the customer to establish: • who the product or service is for

- symptoms
- duration of symptoms
- other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- requested for a large quantity
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- how to use wound care products and medicines correctly
- how often to change dressings
- most common and important adverse effects
- other lifestyle or management tips for the condition
- to contact the pharmacy if the product or medicine does not help or the symptoms persist.

Companion products

- vitamins and supplements

may include:

- complementary medicines
- aids and equipment.
- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Sources of self-care information may include:

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK204 Assist customers seeking oral care products

Modification History

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

Release	Comments
First Release	This is a new unit based on content on oral care previously included in SIRPPKS006A Identify, locate and sell eye, ear and oral care products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply oral care products, and advise on self-care practices relevant to their needs.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products for oral care. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Collect information regarding customer oral care needs.

- 1.1. Approach and question **customer** to establish who will be using the product.
- 1.2. Confirm relevant symptoms, their duration and their severity.
- 1.3. Determine customer satisfaction with **oral care products** that have been tried to relieve symptoms.
- 1.4. Identify any other health conditions and medicines the customer is taking.
- 1.5. Follow pharmacy **protocols and procedures** to respect and protect customer privacy.

2. Identify and respond to customer needs and requirements.

- 2.1. Assess customer information and determine response.
- 2.2. Act on **triggers for referral to a pharmacist or a more experienced staff member**.
- 2.3. Select and suggest unscheduled medicines and products where suited to customer's oral symptoms and requirements.

3. Provide relevant product and oral care and lifestyle information.

- 3.1. Explain manufacturer's product information and confirm customer understanding of **directions for product use**.
- 3.2. Offer lifestyle and self-care advice where relevant to desired health-care outcomes.
- 3.3. Access and provide relevant **sources of self-care information** to customers.

4. Maintain and build own knowledge of oral care products.

- 4.1. Locate the pharmacy range of oral care medicines and products.
- 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - suggest and supply oral care products
 - refer customers to a pharmacist or other pharmacy staff member
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of unscheduled oral care products
- literacy skills to:
 - interpret product and self-care information
 - follow pharmacy protocols and procedures
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a pharmacy team and providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technology skills to:
 - access and use information systems required by the role
 - use aids and equipment that may assist customers requiring oral care products

Required knowledge

- aids and equipment that may be of assistance to customers requiring oral care medicines
- common oral conditions for which pharmacy medicines and products may be of assistance
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of oral care products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying relevant oral care information, products, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and

unscheduled medicines used for oral care conditions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers, in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist or other pharmacy staff member
- apply knowledge of symptoms or indicators of common oral conditions and the pharmacy product range to suggest and supply suitable products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different oral care requirements
- a range of unscheduled medicines and products used to treat and support customers with oral conditions
- pharmacy protocols and procedures
- relevant documentation, such as:
 - product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess

practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - seeking information to establish customer requirements
 - recommending and supplying medicines and products to treat or manage oral conditions, to a range of customers
 - identifying and acting on triggers for referral to a pharmacist
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Customer*** may include people:
- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - visiting the pharmacy, contacting the pharmacy by phone, or in their own home
 - with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable

Oral care products may include:

- physically unwell.
- denture preparations and accessories
- oral health products, such as:
 - anaesthetic products
 - dental hygiene products
 - electric toothbrushes
 - mouthwashes
- products in various forms, including:
 - liquids
 - drops
 - washes and sprays
 - gels and paints
 - ointments and creams
- unscheduled medicines.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist or a more experienced staff member may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:

- sick
- angry
- confused
- dissatisfied
- uncertain
- under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine (S3).

Directions for product use may include:

- how to use the product correctly
- how often to use the product
- correct dose or quantity
- most common and important adverse effects
- other lifestyle or management tips for the condition
- to contact the pharmacy if the medicine or product does not help or the symptoms persist.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as booklets
- reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK205 Assist customers seeking to relieve cough and cold symptoms

Modification History

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

Release	Comments
Release 2	Amendment to Range statement "triggers for referral to a pharmacist".
First Release	This unit is updated and equivalent to SIRPPKS005A Identify, locate and sell cough and cold products. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information to customers on products, services and customer self-care practices for cough and cold conditions; and supply products relevant to their needs.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products for cough and cold relief. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and sale of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer cough and cold needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with cough and cold medicines and products that have been tried to relieve symptoms. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1.Assess customer information and determine response. 2.2.Act on triggers for referral to a pharmacist. 2.3.Select and suggest Pharmacy Medicine or unscheduled medicines and products where suited to customer cough and cold symptoms and requirements. 2.4.Follow pharmacy procedures relating to conditions of supply for cough and cold products.
3. Provide relevant product, self-care and lifestyle information.	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2.Suggest companion products relevant to desired health outcomes. 3.3.Offer lifestyle and self-care advice where relevant to desired health-care outcomes.

- 3.4. Access and provide relevant ***sources of self-care information*** to customers.
4. Maintain and build own knowledge of cough and cold products.
- 4.1. Identify the pharmacy range and location of cough and cold products.
- 4.2. Maintain currency of knowledge with respect to new additions or changes to the pharmacy range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply products to relieve coughs and colds
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled medicines used to relieve the symptoms of coughs and colds
- literacy skills to:
 - interpret medicine, product and self-care information
 - follow pharmacy protocols and procedures
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team, providing relevant information to and seeking advice from a pharmacist and other pharmacy staff as required
- technical skills to assess cough and cold requirements
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring cough and cold-related medicines

Required knowledge

- aids and equipment that may be of assistance to customers seeking relief from coughs and colds, such as steam vaporisers

- common risk factors that can contribute to coughs and colds and related lifestyle and self-care information
- common side effects of taking cough and cold medicines
- common symptoms and conditions for which cough and cold medicines and products may be of assistance
- personal role boundaries, responsibilities and circumstance under which referral to a pharmacist and other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of cough and cold medicines and products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- terms applied to medicines and products used to treat or manage coughs and colds
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines used to treat coughs and colds

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply knowledge of the common symptoms and indicators of cough and cold conditions and the pharmacy product range to suggest suitable medicines and products to customers
- apply pharmacy protocols and procedures relating to conditions of supply for cough and cold medicines and products.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert

working in partnership with the assessor as described in the assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different cough and cold requirements
- a range of Pharmacy Medicines, unscheduled medicines and aids used to treat and support customers with cough and cold conditions
- relevant pharmacy protocols and procedures
- relevant documentation, such as:
 - medicine and product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - collecting and assessing information to establish customer needs and requirements
 - identifying and acting on triggers for referral to a pharmacist
 - suggesting and selling products to treat or manage cough and cold conditions
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Cough and cold medicines and products may include:

- cough suppressant
- cough expectorant and mucolytic
- sympathomimetic decongestants
- analgesics
- sedating and non-sedating antihistamines
- medicines and products in various forms, including:
 - liquid
 - capsules and tablets
 - inhalants
 - ointments and rubs
 - lozenges and capsules
 - nasal sprays and drops
- steam vaporisers
- complementary medicines
- unscheduled medicines
- Pharmacy Medicines.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:

- customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
- Response** may include:
- referral to:
 - a more experienced team member
 - a pharmacist
 - recommending medicine or products
- Triggers for referral to a pharmacist** may include:
- customer who is:
 - a child under 6
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
 - customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
 - requested a large quantity of one or more cough and cold treatment medicines
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
 - pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
 - request for Pharmacist Only Medicine.
- Directions for product use** may include:
- how to use the medicine correctly
 - how often to use the medicine
 - correct dose and maximum dose not to be exceeded
 - most common and important adverse effects
 - other lifestyle or management tips for the condition
 - to contact the pharmacy if the medicine does not help or the symptoms persist.
- Companion products** may include:
- vitamins and mineral products
 - fish oils
 - aids and equipment.

Sources of self-care***information*** may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - relevant internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK206 Assist customers seeking to relieve skin and fungal conditions

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS009A Identify, locate and sell products for skin and fungal conditions. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant products, and advise on self-care practices to manage skin and fungal conditions.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicines and products to relieve skin and fungal conditions. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer skin and fungal needs.	1.1. Approach and interact with customer to establish who will be using the product. 1.2. Confirm relevant symptoms, their duration and their severity. 1.3. Determine customer satisfaction with skin and fungal medicines and products that have been tried to relieve symptoms. 1.4. Identify any other health conditions and medicines the customer is taking. 1.5. Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1. Assess customer information and determine response. 2.2. Act on triggers for referral to a pharmacist. 2.3. Select and suggest Pharmacy Medicines or unscheduled medicines and products where suited to customer skin and fungal symptoms and requirements. 2.4. Follow pharmacy procedures relating to conditions of supply for skin and fungal medicines and products.
3. Provide relevant product, self-care and lifestyle information.	3.1. Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2. Suggest companion products relevant to desired health outcomes.

- 3.3. Offer lifestyle and self-care advice where relevant to desired health-care outcomes.
 - 3.4. Access and provide relevant ***sources of self-care information*** to customers.
- 4. Maintain and build own knowledge of skin and fungal medicines and products.
 - 4.1. Locate the pharmacy range of skin and fungal medicines and products.
 - 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply products to relieve skin and fungal conditions
 - refer customer to pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled medicines used to relieve skin and fungal symptoms
- literacy skills to:
 - follow pharmacy procedures
 - interpret product and self-care information
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring skin and fungal medicines

Required knowledge

- aids and equipment that may be of assistance to customers with skin and fungal

conditions, including product applicators

- appropriate product terminology
- common risk factors that can contribute to skin and fungal symptoms
- common side effects of using skin and fungal medicines
- common, symptoms and conditions for which skin and fungal medicines and products may be of assistance
- gross anatomy of skin
- personal role boundaries, responsibilities and circumstance under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures regarding the supply of skin and fungal medicines relating to:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting triggers for referral to a pharmacist
 - identifying and supplying skin and fungal medicines, products, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines and products for relief of skin and fungal conditions
- symptoms of common conditions that may be contagious and appropriate infection-control strategies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers in ways appropriate to their needs
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist or other pharmacy staff
- apply knowledge of common causes and symptoms or indicators of skin and fungal conditions, to suggest and supply suitable medicines and products to customers
- apply pharmacy protocols and procedures relating to conditions of supply when selling skin and fungal

medicines and products.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines and unscheduled items and companion products used to treat and support customers with skin and fungal conditions
- pharmacy protocols and procedures
- relevant documentation, such as:
 - skin and fungal product information
 - self-care advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - recommending and supplying skin and fungal medicines and products to a range of customers
 - acting on situations or requests that indicate the need to refer customers to a pharmacist or a more senior colleague
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Skin and fungal medicines and products may include:

- anti-fungal treatments
- antibacterial and infection or infestation treatments
- anti-pruritics
- moisturisers and skin protection products
- products in various forms, including:
 - liquids, sprays and washes
 - tablets
 - powders
 - ointments, gels and lotions
 - creams
 - oils
- Pharmacy Only and Pharmacist Only Medicines
- herbal and vitamin supplements.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is

right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes or high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- how to use the medicine correctly
- how often to use the medicine
- correct dose and maximum dose not to be exceeded
- most common and important adverse effects
- other lifestyle or management tips for the condition
- to contact the pharmacy if the medicine does not help or the symptoms persist.

Companion products may include:

- bath products
- complementary medicines.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material

- reputable internet resources.

Unit Sector(s)

Not applicable.

Competency field

Pharmacy Product Knowledge

SIRCPPK207 Supply medical devices

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply medical devices, and advise on self-care practices relevant to their needs.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. It restricts pharmacy assistants to suggesting medical devices to customers, in situations not requiring referral to a pharmacist for therapeutic advice.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer needs.	1.1. Approach and question customer to establish who will be using medical devices. 1.2. Confirm relevant symptoms, their duration and their severity. 1.3. Determine customer satisfaction with other products or devices that have been tried to relieve symptoms. 1.4. Identify any other health conditions and medicines that the customer is taking. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1. Assess customer information and determine response. 2.2. Act on triggers for referral to a pharmacist. 2.3. Refer to a pharmacist or a more experienced staff member where product-specific guidance is required. 2.4. Select and suggest medical devices where suited to customer symptoms and requirements.
3. Provide relevant product and lifestyle information.	3.1. Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2. Offer lifestyle and self-care advice where relevant to desired health-care outcomes. 3.3. Access and provide relevant sources of self-care information to customers.
4. Maintain and build own knowledge of medical devices.	4.1. Locate the pharmacy range of medical devices. 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply medical devices
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of medical devices
- literacy skills to:
 - interpret product and self-care information
 - follow pharmacy procedures
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide and seek relevant information from a pharmacist and other pharmacy staff as required
- technology skills to:
 - demonstrate procedures for using medical devices to customers
 - access and use information systems required by the role

Required knowledge

- common conditions for which pharmacy medical devices may be of assistance
- personal role boundaries and responsibilities, and circumstances under which referral to a pharmacist or a more experienced pharmacy staff member is required
- pharmacy procedures relating to the supply of medical devices, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist or a more experienced staff member
 - identifying and supplying relevant information, medical devices and their parts or attachments to meet customer needs
 - respecting and protecting customer privacy
 - types, locations and method of application for medical devices in the pharmacy range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers, in ways appropriate to their needs
- follow pharmacy procedures for identifying and acting on triggers for referral to a pharmacist or to a more experienced staff member
- apply knowledge of symptoms or indicators of common conditions, and the pharmacy medical devices range, to suggest and supply suitable products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- pharmacy protocols and procedures
- relevant documentation, such as:
 - product information
 - self-care advice
- a range of medical devices used to manage common conditions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - seeking information to establish customer requirements
 - recommending and supplying medical devices to a range of customers
 - identifying and acting on triggers for referral to a

pharmacist

- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Medical devices may include:

- asthma spacers
- blood glucose monitors, disposable lancets and test strips
- blood pressure monitors
- continuous positive airway pressure (CPAP) equipment
- other equipment from the pharmacy range.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the device before but is not satisfied with its efficacy
- customer appears to be
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medical device selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- how to use product correctly
- how often to use the product
- most common and important adverse effects
- other lifestyle or management tips for the condition
- how to contact the pharmacy if the medicine or product does not help or the symptoms persist.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reliable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK308 Assist customers seeking relief from gastro-intestinal conditions

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant products, and advise on self-care practices to manage gastro-intestinal conditions.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products to relieve gastro-intestinal conditions. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer gastro intestinal needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with gastro-intestinal medicines and products that have been tried to relieve symptoms. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1.Assess customer information and determine response. 2.2.Act on triggers for referral to a pharmacist. 2.3.Select and suggest Pharmacy Medicines or unscheduled medicines or products where suited to customer gastro-intestinal symptoms and needs. 2.4.Follow pharmacy procedures relating to conditions of supply of gastro-intestinal medicines and products.
3. Provide relevant product, self-care and lifestyle information.	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2.Suggest companion products relevant to desired health outcomes.

- 3.3. Offer lifestyle and self-care advice where relevant to desired health-care outcomes.
 - 3.4. Access and provide relevant ***sources of self-care information*** to customers.
- 4. Maintain and build own knowledge of gastro-intestinal medicines and products.
 - 4.1. Locate the pharmacy range of gastro-intestinal medicines and products.
 - 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply gastro-intestinal medicines and products
 - refer customers to a pharmacist or other pharmacy staff member
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled medicines used to relieve gastro-intestinal symptoms
- literacy skills to:
 - interpret medication and self-care information
 - follow pharmacy procedures
- numeracy skills to calculate dosage and quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring gastro-intestinal medicines and products

Required knowledge

- aids and equipment that may be of assistance to customers with gastro-intestinal

conditions

- common risk factors that can contribute to gastro-intestinal symptoms
- common side effects of taking gastro-intestinal medicines
- common symptoms and conditions for which gastro-intestinal medicines may be of assistance, including:
 - gastroenteritis
 - irritable bowel syndrome
 - food intolerances
 - celiac disease
- personal role boundaries, responsibilities and circumstance under which referral to a pharmacist is required
- pharmacy protocols and procedures relating to the supply of gastro-intestinal medicines, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying relevant medicines, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines used to treat gastro-intestinal conditions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply knowledge of the common symptoms of gastro-intestinal conditions and the pharmacy product range, to suggest and supply suitable medicines and products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use

Context of and specific resources for assessment

- apply pharmacy protocols and procedures relating to conditions of supply when selling gastro-intestinal medicines and products.

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Only Medicines and non-scheduled products used to treat and support customers with gastro-intestinal conditions
- pharmacy protocols and procedures
- relevant documentation, such as:
 - medicine and product information
 - self-care advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - collecting information to establish customer needs and requirements
 - identifying and acting on triggers for referral to a pharmacist
 - suggesting and supplying medicines and products to treat or manage gastro-intestinal conditions
 - confirming customer understanding of directions for product use
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Gastro-intestinal medicines and products may include:

- laxatives
- anti-diarrhoea medicine
- anti-spasmodic medication
- fibre supplements
- haemorrhoidal products
- anthelmintic (worming) products
- pharmacy medication
- medicines and products in various forms, including:
 - liquid
 - tablets, capsules and caplets
 - ointments and creams
 - suppositories
 - granules
 - mixtures
 - powders

Protocols and procedures may include:

- enemas
- complementary medicines
- unscheduled medicines
- Pharmacy Medicines.
- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- how to use the medicine correctly
- how often to use the medicine
- correct dose and maximum dose not to be exceeded
- most common and important adverse effects
- other lifestyle or management tips for the condition
- to contact the pharmacy if the medicine does not help or the symptoms persist.

Companion products may include:

- heartburn and indigestion medication, e.g. antacids
- herbal products
- oral rehydration solutions.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK309 Assist customers seeking to relieve common allergic symptom reactions

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS002A Identify, locate and sell products related to allergies. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant products, and advise on self-care practices to relieve common allergic symptom reactions.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products to relieve common allergic symptom reactions. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Collect information regarding customer allergy-related needs.

- 1.1.Approach and question **customer** to establish who will be using the product.
- 1.2.Confirm relevant symptoms, their duration and their severity.
- 1.3.Determine customer satisfaction with **allergy treatment medicines and products** that have been tried to relieve symptoms.
- 1.4.Identify any other health conditions and medicines the customer is taking.
- 1.5.Follow pharmacy **protocols and procedures** to respect and protect customer privacy.

2. Identify and respond to customer needs and requirements.

- 2.1.Assess customer information and determine **response**.
- 2.2.Act on **triggers for referral to a pharmacist**.
- 2.3.Select and suggest Pharmacy Medicines or unscheduled medicines and products where suited to customer's allergic symptoms and requirements.
- 2.4.Follow pharmacy procedures relating to conditions of supply of allergy medicines and products.

3. Provide relevant product, self-care and lifestyle information.

- 3.1.Explain manufacturer's product information and confirm customer understanding of **directions for product use**.
- 3.2.Suggest **companion products** relevant to desired health outcomes.

- 3.3. Offer lifestyle and self-care advice where relevant to desired health-care outcomes.
 - 3.4. Access and provide relevant ***sources of self-care information*** to customers.
- 4. Maintain and build own knowledge of allergy relieving medicines and products.
 - 4.1. Locate the pharmacy range of allergy relieving medicines and products.
 - 4.2. Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply products to relieve common allergies
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of products used to relieve the symptoms of common allergies
- literacy skills to:
 - follow pharmacy protocols and procedures
 - interpret medicine, product and self-care information
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a pharmacy team, provide relevant information and seek advice from a pharmacist and other pharmacy staff as required
- technical skills to assess common allergy requirements
- technology skills to:
 - access and use information systems required by the role
 - use aids and equipment that may assist customers requiring allergy-related medicines

Required knowledge

- aids and equipment that may be of assistance to customers with allergies, including product applicators
- common risk factors that can contribute to allergic reactions
- common side effects of taking allergy medicines
- common allergy symptoms and conditions for which allergy medicines and products may be of assistance
- personal role boundaries, responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of allergy medicines and products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, products, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- terms applied to medicines and products used to treat or manage common allergies
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines used to treat common allergic symptom reactions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist or other pharmacy staff
- apply knowledge of common symptoms or indicators of allergic conditions and the pharmacy product range to suggest suitable medicines and products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- apply pharmacy protocols and procedures relating to conditions of supply for allergy medicines and products.

Context of and specific

Assessment must ensure that competency is:

resources for assessment

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines, unscheduled items and companion products used to treat and support customers with common allergies
- pharmacy protocols and procedures
- relevant documentation, such as:
 - product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - collecting and assessing information to establish customer needs and requirements
 - identifying and acting on triggers for referral to a pharmacist
- suggesting and supplying products to relieve the symptoms of common allergies
- confirming customer understanding of directions for product use
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Allergy treatment medicines and products may include:

- non-sedating antihistamines
- sedating antihistamines
- decongestant nasal drops and sprays
- corticosteroid nasal sprays
- liquids, creams and lotions
- capsules and tablets
- inhalant drops and sprays
- eye drops
- complementary medicines
- unscheduled medicines
- Pharmacy Medicines
- Pharmacist Only Medicines.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions

- own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
- Response** may include:
- referral to:
 - a more experienced team member
 - a pharmacist
 - recommending medicines or products.
- Triggers for referral to a pharmacist** may include:
- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
 - customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
 - requested a large quantity of one or more allergy treatment medicines
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
 - pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
 - request for Pharmacist Only Medicine.
- Directions for product use** may include:
- how to use medicine or product correctly
 - how often to use the medicine or product
 - correct dose and maximum dose not to be exceeded
 - most common and important adverse effects
 - lifestyle or management tips for the condition
 - to contact the pharmacy if the medicine does not help or the symptoms persist.
- Companion products** may include:
- vitamins and supplements
 - complementary medicines
 - aids and equipment.

Sources of self-care

information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK310 Assist customers seeking analgesic and anti-inflammatory products

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant analgesic and anti-inflammatory products, and advise on self-care practices.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products to relieve pain and discomfort. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding customer analgesic and anti-inflammatory needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with analgesic and anti-inflammatory medicines and products that have been tried to relieve symptoms. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1.Assess customer information and determine response . 2.2.Act on triggers for referral to a pharmacist . 2.3.Select and suggest analgesic or anti-inflammatory medicines and products where suited to customer symptoms and requirements. 2.4.Follow pharmacy procedures relating to conditions of supply of analgesic and anti-inflammatory medicines and products.
3. Provide relevant product, self-care and	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use .

- lifestyle information.
- 3.2.Suggest ***companion products*** relevant to desired health-care outcomes.
- 3.3.Offer lifestyle and self-care advice where relevant to desired health outcomes.
- 3.4.Access and provide relevant ***sources of self-care information*** to customers.
4. Maintain and build own knowledge of analgesic and anti-inflammatory products.
- 4.1.Locate the pharmacy range of analgesic and anti-inflammatory medicines and products.
- 4.2.Check regularly for new additions or changes to the range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply analgesic and anti-inflammatory medicines and products
 - provide advice on lifestyle, self-care practices, specialist services and practitioners
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled analgesic and anti-inflammatory medicines and products
- literacy skills to:
 - interpret medicine, product and self-care information
 - follow pharmacy procedures
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technical skills to:
 - assess analgesic and anti-inflammatory requirements
 - demonstrate use of relevant aids and equipment
- technology skills to access and use information systems required by the role

Required knowledge

- aids and equipment that may be of assistance to customers requiring analgesic and anti-inflammatory medicines and products
- appropriate health and product terminology
- common side effects of taking analgesic and anti-inflammatory medicines
- common symptoms and pain-related conditions for which analgesic and anti-inflammatory products may be of assistance
- personal role boundaries, responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy protocols and procedures relating to the supply of analgesic and anti-inflammatory medicines and products, including:
 - collecting required information from customers
 - collecting and supplying information to an agent acting on behalf of a customer
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, products, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- pharmacy range and locations of Pharmacy Medicines, Pharmacy Only Medicines and unscheduled analgesic and anti-inflammatory medicines and products

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers, in ways appropriate to their needs
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply knowledge of the common symptoms and pain-related conditions and the pharmacy product range to suggest suitable products to customers
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- apply pharmacy protocols and procedures relating to conditions of supply for analgesic and anti-inflammatory medicines and products.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of Pharmacy Medicines; unscheduled items, aids and equipment; and companion products used to treat and support customers with pain-related ailments and conditions
- pharmacy protocols and procedures
- relevant documentation, such as:
 - product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - collecting information to establish customer requirements
 - identifying and acting on triggers for referral to a pharmacist
 - suggesting and supplying products to relieve or manage common pain ailments and conditions
 - confirming customer understanding of directions for product use
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for

Holistic assessment with other units relevant to the industry

assessment

sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:
 - the elderly
 - infants
- who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.

Analgesic and anti-inflammatory medicines and products may include:

- paracetamol
- combination products, e.g. hay fever products with analgesics, anti-inflammatory and anti-allergy medicine
- non-steroidal anti-inflammatory drugs (NSAIDs)
- hot and cold packs
- various forms, including:
 - liquid or soluble
 - tablets: caplets, capsules and coated tablets
 - liquid-filled soft capsules and gel caps
 - gels, creams and ointments
 - transdermal patches
- rectal medication
- complementary medicines
- unscheduled medicines
- Pharmacy Medicines
- Pharmacist Only Medicines.

Protocols and procedures may include:

- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
- assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.

Response may include:

- referral to:
 - a more experienced team member
 - a pharmacist
- recommending medicine or products.

Triggers for referral to a pharmacist may include:

- customer who is:
 - a child under 2
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
 - requested a large quantity of one or more analgesic or anti-inflammatory medicines
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may

- how to use the medicine or product correctly
- how often to use the medicine or product

include:

- correct dose and maximum dose not to be exceeded
- most common and important adverse effects
- lifestyle or management tips for the condition
- to contact the pharmacy if the medicine does not help or the symptoms persist.

Companion products may include:

- vitamins and supplements
- complementary medicines
- aids and equipment.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK311 Assist customers seeking baby or infant care medicines and products

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIPRPPKS004A Identify, locate and sell baby and infant products. New unit title and technical modifications to all areas of the unit. No change to the overall scope or outcomes of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, select and supply relevant products, and advise on baby and baby care services.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying Pharmacy Medicines and unscheduled medicine products for baby and infant care. In situations where the baby, infant or its agent requires referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only (S3) Medicines.

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information regarding baby and infant care needs.	1.1.Approach and question customer to establish who will be using the product. 1.2.Confirm relevant symptoms, their duration and their severity. 1.3.Determine customer satisfaction with baby and infant medicines or products that have been tried to relieve symptoms. 1.4.Identify any other health conditions and medicines the customer is taking. 1.5.Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to baby or infant needs and requirements.	2.1.Assess baby or infant information and determine response . 2.2.Act on triggers for referral to a pharmacist . 2.3.Select and suggest Pharmacy Medicine or unscheduled medicines or products where suited to baby or infant symptoms and needs.
3. Provide relevant product, care and lifestyle information.	3.1.Explain manufacturer's product information and confirm customer understanding of directions for product use . 3.2.Suggest companion products and services where relevant to baby or infant's desired health and wellbeing outcomes. 3.3.Offer lifestyle and baby or infant care advice where relevant to desired outcomes.

- 3.4. Access **relevant sources** to provide information on baby and infant products or services.
4. Maintain and build own knowledge of baby and infant care products and services.
- 4.1. Identify the pharmacy range and location of baby and infant care products and services.
- 4.2. Maintain currency of knowledge with respect to new additions or changes to the pharmacy range.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm baby or infant requirements
 - provide information
 - confirm understanding
 - explain pharmacy baby and infant services available
 - suggest and supply baby and infant medicines and products
 - refer customer to a pharmacist or another staff member
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge on the pharmacy range of Pharmacy Medicines and unscheduled baby and infant care medicines, products and services
- literacy skills to:
 - follow pharmacy protocols and procedures
 - interpret medication, product and self-care information
- numeracy skills to calculate dosage or quantity requirements
- planning and organising skills to meet customer service timelines
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a pharmacy team, providing relevant information and seeking advice from a pharmacist and other pharmacy staff as required
- technical skills to assess baby and infant care requirements
- technology skills to:
 - access and use information systems required by the role
 - demonstrate procedures for using relevant aids and equipment that may assist customers requiring baby and infant medicines, products or equipment

Required knowledge

- aids and equipment that may be of assistance to customers requiring baby and infant care

products

- appropriate health and product terminology
- awareness of guidelines on infant feeding and implications for advice given on the use of infant formula as outlined in the Marketing in Australia of Infant Formula (MAIF) agreement
- benefits associated with breastfeeding and sources of further information
- common symptoms and conditions for which baby and infant care pharmacy medicines and products may provide relief
- personal role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required
- pharmacy range and locations of Pharmacy Medicines, Pharmacist Only Medicines used to treat babies and infants
- pharmacy range and location of key baby and infant care products and associated features and benefits, including:
 - formula composition
 - teat and bottle features and selection
 - sterilisation techniques
 - nappy creams
- pharmacy protocols and procedures relating to the supply of baby and infant care products, including:
 - collecting required information from customers
 - identifying baby and infant needs
 - identifying and acting on triggers for referral to a pharmacist
 - identifying and supplying the relevant medicines, products, information, aids and equipment to meet customer needs
 - respecting and protecting customer privacy
- support services and baby and infant care information, including:
 - baby clubs, including in-pharmacy baby care clubs
 - dedicated facilities
 - infant health-care services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate

Evidence of the ability to:

- apply knowledge of the pharmacy product range to

competency in this unit

suggest and supply products that meet baby and infant health-care needs

- apply knowledge of lifestyle, baby and infant health-care practices and support services to inform customers
- collect from and provide information to customers in ways appropriate to customer needs
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of baby and infant care products and services
- pharmacy protocols and procedures
- relevant documentation, such as:
 - medicine and product information
 - baby and infant health-care advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - collecting and assessing information to establish baby or infant requirements
 - identifying and acting on triggers for referral to a pharmacist
 - suggesting and supplying baby and infant care products to a range of customers
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning

	knowledge • role plays to confirm communication skills to meet diverse customer requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXSLS201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include:	• third parties, such as parents • people: • from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities • visiting the pharmacy, contacting the pharmacy by phone, or in their own home • with special needs, such as: • the elderly • infants • from non-English speaking background • who are: • drug or alcohol affected • emotionally unstable • mentally unstable • physically unwell.
Medicines or products may include:	• complementary medicines • durable products • formula and feeding products and steriliser kits • nappies and related products • unscheduled medicines and products • pharmacy medicines • Pharmacist Only Medicines • products in various forms, such as:

- liquids, sprays and drops
 - ointments, creams, oils and lotions
 - powders
 - formulas
 - rash and other skin treatments
 - teething products.
- Response** may include:
- referral to:
 - a more experienced team member
 - a pharmacist
 - recommending medicine or products.
- Triggers for referral to a pharmacist** may include:
- baby or infant is:
 - under 2 years of age
 - taking other medicines
 - customer who has:
 - had the complaint for some time
 - other health conditions
 - used the product before but is not satisfied with its efficacy
 - customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
 - pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
 - request for Pharmacist Only Medicine.
- Directions for product use** may include:
- how to use the medicine or product correctly
 - how often to use the medicine or product
 - correct dose and maximum dose not to be exceeded
 - most common and important adverse effects
 - other lifestyle or management tips for the condition
 - to contact the pharmacy if the medicine or product is unsatisfactory, does not help or the symptoms persist.
- Companion products and services** may include:
- aids and equipment
 - preventative skin treatments
 - baby clubs
 - vitamin supplements.

Relevant sources may include:

- local baby and infant support services
- breastfeeding groups
- health-care fact sheets
- pharmacy or manufacturer product leaflets brochures and manuals
- product support material, such as:
 - booklets
 - reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCPPK312 Assist customers seeking sexual health medicines and products

Modification History

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

Release	Comments
First Release	This unit is updated and equivalent to SIRPPKS019A Provide information, products and services on women's and men's health.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess customer needs, advise on, select and supply sexual health medicines and products from the pharmacy range.

Application of the Unit

This unit applies to community pharmacy employees working as pharmacy assistants. Pharmacy assistants work directly with customers, providing information on and supplying sexual health Pharmacy Medicines and unscheduled medicine products. In situations where customers require referral to a pharmacist for therapeutic advice, or where the supply of Pharmacist Only Medicines or products is required, the pharmacy assistant gathers information, refers the customer on, and then supports the pharmacist by finalising the supply of medicines and products.

A person undertaking this role is required to work under the supervision of a pharmacist.

Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect information on customer sexual health needs.	1.1. Approach and question customer to establish who will be using the product. 1.2. Confirm relevant symptoms, their duration and their severity. 1.3. Determine customer satisfaction with sexual health medicines and products that have been tried. 1.4. Identify any other health conditions and medicines the customer is taking. 1.5. Follow pharmacy protocols and procedures to respect and protect customer privacy.
2. Identify and respond to customer needs and requirements.	2.1. Assess customer information and determine response. 2.2. Act on triggers for referral to a pharmacist. 2.3. Select and suggest a Pharmacy Medicine or unscheduled medicine or product suited to customer sexual health symptoms and needs. 2.4. Follow pharmacy procedures relating to conditions of supply for sexual health products.
3. Provide relevant product, self-care and lifestyle information.	3.1. Explain manufacturer's product information and confirm customer understanding of directions for product use. 3.2. Suggest companion products relevant to desired health outcomes. 3.3. Provide customers with information on lifestyle, self-care practices and specialist services related to sexual health. 3.4. Access and provide relevant sources of self-care information to customers
4. Maintain and build own knowledge of	4.1. Locate the pharmacy range of sexual health products. 4.2. Check regularly for new additions or changes to the range.

sexual health
products.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact with the customer to:
 - ask questions to identify and confirm requirements
 - provide information
 - confirm understanding
 - suggest and supply sexual health medicines and products
 - refer customers to a pharmacist or other pharmacy staff
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- learning skills to maintain currency of knowledge about sexual health medicines and products
- literacy skills to:
 - follow pharmacy procedures
 - interpret product and self-care information
- planning and organising skills to meet customer service requirements
- problem-solving skills to assess and respond to customer information
- teamwork skills to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required
- technology skills to access and use information systems required by the role

Required knowledge

- aids and equipment that may be of assistance to customers with sexual health conditions
- common risk factors that can contribute to sexual health related infections
- men's and women's conditions, including:
 - erectile dysfunction
 - reproductive problems, menstrual and menopause conditions
 - sexual hygiene
 - sexually transmissible infections
 - thrush
- personal role boundaries, responsibilities and circumstance under which referral to a pharmacist or other pharmacy staff is required
- pharmacy procedures regarding the supply of sexual health medicines and products,

including:

- collecting required information from customers
- collecting and supplying information to an agent acting on behalf of a customer
- identifying and acting on triggers for referral to a pharmacist
- identifying and supplying medicines, products, information, aids and equipment to meet customer needs
- respecting and protecting customer privacy
- relevant product and health condition terminology
- pharmacy range and locations of sexual health Pharmacy Medicines, Pharmacist Only Medicines and unscheduled medicines
- sources of information, advice and specialist services relating to men's and women's health
- symptoms of common conditions that may be contagious and appropriate infection-control strategies
- transference of infection relating to men's and women's health conditions and appropriate infection-control strategies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- collect information from and inform customers, in ways appropriate to their needs
- demonstrate appropriate techniques to confirm customer understanding of directions for product use
- follow pharmacy protocols and procedures for identifying and acting on triggers for referral to a pharmacist
- apply knowledge of men's and women's sexual health conditions when supplying related medicines, aids and equipment
- follow pharmacy protocols and procedures relating to conditions of supply when selling sexual health medicines and products.

Context of and specific resources for assessment

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines

- demonstrated across a range of customers over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy workplace environment which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of real or simulated customers with different requirements
- a range of sexual health medicines, products, aids and equipment
- pharmacy protocols and procedures
- relevant documentation, such as:
 - men's and women's health-care product information
 - self-care and lifestyle advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace:
 - applying pharmacy protocols and procedures
 - seeking information to establish customer requirements
 - recommending and selling sexual health medicines, aids and equipment to a range of customers
 - acting on situations or requests that indicate the need to refer customers to a pharmacist or a more senior colleague
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- role plays to confirm communication skills to meet diverse customer requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Customer*** may include people:
- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
 - visiting the pharmacy, contacting the pharmacy by phone, or in their own home
 - with special needs, such as the elderly
 - who are:
 - drug or alcohol affected
 - emotionally unstable
 - mentally unstable
 - physically unwell.
- Sexual health medicines and products*** may include:
- condoms
 - lubricants
 - spermicides
 - diaphragms
 - self-test kits, such as:
 - home testing pregnancy or ovulation kits
 - breast testing kits
 - anti-fungal medication
 - thrush treatments
 - pelvic floor aids and equipment
 - complementary medicines
 - unscheduled medicines
 - pharmacy medication.
- Protocols and procedures*** may include:
- interacting with the customer to establish:
 - who the product or service is for
 - symptoms
 - duration of symptoms
 - other existing health conditions
 - assessing:
 - customer responses to questions
 - own confidence that the product or service requested by the customer or envisaged by the pharmacy assistant is right for the customer's symptoms.
- Response*** may include:
- referral to:

Triggers for referral to a pharmacist may include:

- a more experienced team member
- a pharmacist
- recommending medicine or products.
- customer who is:
 - an aged person
 - pregnant or breastfeeding
 - taking other medicines
- customer who has:
 - had the complaint for some time
 - other health conditions, such as asthma, diabetes and high blood pressure
 - used the product before but is not satisfied with its efficacy
- customer appears to be:
 - sick
 - angry
 - confused
 - dissatisfied
 - uncertain
 - under the influence of drugs or alcohol
- pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
- request for Pharmacist Only Medicine.

Directions for product use may include:

- explaining and demonstrating use, care and maintenance of:
 - aids
 - test kits and equipment
- how to apply or use medicines
- most common and important adverse effects
- lifestyle or management tips for the condition
- to contact the pharmacy if the product or medicine does not help or the symptoms persist.

Sources of self-care information may include:

- customer self-care cards
- health-care fact sheets
- pharmacy or supplier product leaflets, brochures and manuals
- product support material
- reputable internet resources.

Unit Sector(s)

Community Pharmacy

Competency field

Pharmacy Product Knowledge

SIRCQUA401 Coordinate a pharmacy quality system

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a pharmacy's quality system and procedures. It includes using strategies to actively encourage the team to participate in the quality process, monitoring and reviewing performance, and identifying opportunities for further improvements.

Application of the Unit

This unit applies to pharmacy assistants or dispensary assistants responsible for coordinating pharmacy quality and continuous improvement processes and for preparing quality audits.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation, as well as leadership and guidance of others in a pharmacy team led by a pharmacist.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Coordinate continuous improvement systems and processes.	1.1.Ensure required quality system procedures and templates are established. 1.2.Promote a customer focus within the pharmacy. 1.3.Implement pharmacy <i>systems</i> to engage staff in the quality procedures. 1.4.Encourage and support individual and team participation in decision-making processes. 1.5.Communicate <i>continuous improvement processes</i> to individuals and teams. 1.6.Arrange <i>mentoring and coaching</i> to support continuous improvement processes.
2. Monitor and review performance.	2.1.Monitor and review progress against <i>quality standards</i> and identify ways in which procedures and operations could be improved. 2.2.Report all matters relating to the operations manual to the pharmacy owner or manager. 2.3.Ensure regular reviews of the operations manual are undertaken and maintain records of reviews. 2.4.Prepare documentation for cyclical external quality audits. 2.5.Coordinate remedial actions where required in response to external audits. 2.6.Modify the operations manual when approved.
3. Provide opportunities for further improvement.	3.1.Implement systems to ensure team members are informed of required quality procedures and service improvements. 3.2.Document work performance to assist in identifying further opportunities for improvement. 3.3.Manage records, reports and recommendations for improvement within the pharmacy's systems and processes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - coach and mentor team members
 - gain the commitment of individuals and teams to continuous improvement
 - liaise with the owner or manager on the administration and improvement of the system
 - communicate with external quality auditors
- planning and organising skills to design better ways of working
- learning skills to maintain currency on quality system requirements
- literacy skills to:
 - document pharmacy quality procedures
 - maintain operations manual
 - record performance against quality benchmarks
- technology skills to access systems required by the role

Required knowledge

- location and status of pharmacy procedures that respond to pharmacy quality standards
- own role boundaries and reporting requirements
- principles and techniques associated with continuous improvement systems and processes
- pharmacy process for authorising changes to the operations manual
- process for organising, preparing for and responding to an external quality audit
- quality system record-keeping procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply knowledge of key pharmacy quality procedures to encourage continuous improvement
- take active steps to implement, monitor and adjust plans, processes and procedures to improve performance
- support others to document and implement continuous improvement systems and processes, and to identify

Context of and specific resources for assessment

and report opportunities for further improvement

- coordinate the process for organising, preparing for and responding to an external quality audit.

Assessment must ensure that competency is:

- observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment guidelines
- demonstrated over sufficient time to include handling of a range of contingencies
- demonstrated in a real or simulated pharmacy environment, which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- an externally audited pharmacy quality program
- an operations manual, including pharmacy protocols and procedures
- information on range of merchandise or services
- community pharmacy codes of practice, standards and guidelines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports
- observation of presentations
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of how the pharmacy's continuous improvement processes were communicated to individuals and teams
- review of documentation of work performance
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Systems may include:

- email and other communication devices
- newsletters and bulletins
- pharmacy policies and procedures
- staff reward mechanisms
- team meetings
- web-based communication devices.

Continuous improvement processes may include:

- cyclical internal audits and reviews
- application of procedures
- workplace, team and individual performance
- evaluations and monitoring of effectiveness
- implementation of quality systems, such as the Quality Care Pharmacy Program (QCPP)
- external audits
- modifications and improvements to systems, processes, services and products
- policies and procedures that allow the pharmacy to systematically review and improve the quality of its products, services and procedures
- seeking and considering feedback from a range of stakeholders.

Mentoring and coaching may include:

- providing assistance with problem solving
- providing feedback, support and encouragement
- teaching another member of the team, usually focusing on a specific work task or skill.

Quality standards may include:

- compliance with legal and professional standards
- supply of medicines, medical devices and poisons
- delivery of health programs and services
- advertising and promotions
- pharmacy premises and equipment
- operating an effective and profitable business
- complying with and improving the quality program
- requirements for pharmacy stock and services
- ordering, receiving, pricing and storing stock
- hiring equipment
- customer service
- employing staff

- inducting staff
- managing staff
- ongoing staff training
- dismissals and resignations
- maintaining safety and security
- information technology.

Unit Sector(s)

Community Pharmacy

Competency field

Quality

SIRRFSA001A Apply retail food safety practices

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement safe food storage handling processes in a retail food environment according to a food safety program.

Application of the Unit

This unit applies to frontline service personnel involved in preparing, displaying and selling retail food. It requires the frontline service personnel to have knowledge and application of a store food safety program that complies with food safety regulations.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply personal hygiene and sanitation.	1.1. Identify and demonstrate good <i>personal hygiene practices</i> . 1.2. Identify, maintain and use <i>protective clothing and equipment</i> . 1.3. Ensure <i>personal movement</i> within and outside workplace complies with work area requirements. 1.4. Maintain personal presentation, according to store procedures and <i>legislative requirements</i> .
2. Identify food safety program.	2.1. Identify and interpret store food safety program. 2.2. Implement food safety program.
3. Store and handle food products hygienically.	3.1. Transport packaged <i>food supplies</i> to the appropriate storage area promptly, safely and without damage. 3.2. Identify and practise <i>food storage requirements</i> , according to <i>store procedures</i> and legislative requirements. 3.3. Identify and use <i>food handling implements</i> for handling products according to legislative requirements. 3.4. Avoid cross contamination by changing food handling implements between handling different products and appropriate hand washing.
4. Clean work area and equipment.	4.1. Identify and practise cleaning requirements for <i>work areas</i> , according to store procedure, the food safety program and legislative requirements. 4.2. Identify and practise external and internal cleaning requirements for <i>equipment</i> , according store procedures and the food safety program legislative requirements. 4.3. Identify and use appropriate and safe cleaning tools, consumables and equipment for a variety of applications. 4.4. Identify and practise appropriate and safe <i>routine maintenance</i> requirements for food storage and work areas and equipment, according to store procedures and the food safety program. 4.5. Report maintenance requirements and problems to relevant personnel without delay. 4.6. Identify and observe handling and storage requirements for cleaning chemicals, according to manufacturer safety data sheets

- and store procedures and the food safety program.
- 4.7. Identify and perform waste disposal and pest control procedures, according to store procedures, food safety program and legislative requirements.
5. Monitor food safety.
- 5.1. Monitor food safety hazards to control food safety risk.
- 5.2. Identify ***potentially unsafe food safety processes or situations*** and take ***corrective action***.
- 5.3. Record food safety information, including equipment breakdowns, according to the food safety program.
6. Contribute to continuous improvement.
- 6.1. Promptly identify hygiene and sanitation problems or situations, including potential sources of food-contamination, and rectify or report to relevant personnel.
- 6.2. Promptly identify conditions that promote microbial growth and rectify or report to relevant personnel.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report maintenance requirements
 - take corrective action in relation to food safety and contribute to continuous improvement through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- technical skills to:
 - handle chemicals
 - maintain work area
 - handle product
 - use personal protective equipment
 - avoid of cross-contamination
- self management skills to:
 - ensure personal hygiene
 - conduct cleaning requirements
- literacy and numeracy skills to:
 - interpret store procedures
 - record food safety information

Required knowledge

- store policy and procedures and legislative requirements, in regard to:
 - personal hygiene practices
 - correct protective clothing
 - safety requirements to protect self and others
- food handling and hygiene principles, including:
 - awareness of the store food safety program, its purpose and implications for own work
 - own roles and responsibilities and those of food safety personnel for food handling requirements from raw material to finished product
 - techniques for minimising contamination and spoilage
 - common sources and types of contamination and food safety hazards, including conditions conducive to microbial growth and known allergens associated with food handling and processing
 - common types of physical, chemical and microbiological agents that can contaminate food
 - conditions that can cause physical, chemical and microbiological contamination
 - correct storage of food, including hot, cold, raw and cooked, and relevant critical control points
 - causes of deterioration of food, contamination, cross-contamination
 - store procedures for identifying and reporting potential or actual sources of contamination
 - food handling implements, e.g. gloves and tongs
 - need for change of implements between products
 - need for frequent change of storage medium for serving implements
 - shelf life of products
 - Hazard Analysis and Critical Control Point (HACCP)
- load limits of storage, display units to maintain correct temperatures, including:
 - effects of breaking temperature curtain, effects of blocking coils and air vents
 - overloading
- procedures for recording failures in the food safety program, including equipment breakdowns, and immediate action to be taken
- principles of temperature control and the temperature danger zone
- hazardous foods
- cleaning of work area:
 - store cleaning procedures and schedules for work areas and equipment (internal and external)
 - purpose and importance of cleaning and sanitation procedures
 - safe use and storage of cleaning tools, equipment and chemicals, and insecticides and pesticides
 - routine maintenance for work areas and equipment
 - waste collection and disposal, recycling and handling procedures

- pest control procedures used in the workplace
- relevant legislation and statutory requirements
- relevant Work Health and Safety (WHS) requirements
- food safety policy, plans and responsibilities, including an understanding of the relationship between the quality system, the food safety program and audit requirements
- characteristics of materials, products and processes used to carry out work responsibilities
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with food safety regulations and relevant legislation
- consistently identifies, interprets, applies and implements the store food safety program according to health and hygiene requirements and store procedures
- consistently follows and applies store policy and procedures with regard to cleaning and maintaining equipment and safe handling and disposal of waste
- consistently follows store policy and procedures with regard to personal hygiene practices, including:
 - personal cleanliness, reporting of personal illness and infections
 - store personal presentation requirements for hair, clothes, footwear and jewellery
 - hand washing procedures
 - use and maintenance of clothing, footwear and related apparatus to meet hygiene requirements
- inspects own work area and identifies common food safety hazards and possible hazards
- consistently seeks instruction and applies store policy and procedures with regard to removal and isolation of suspect product or taking other corrective action
- consistently maintains personal conduct to minimise risk to food safety
- consistently monitors critical control points to identify food safety risks in own work area according to store procedures; this may include carrying out checks,

	inspections and tests • investigates contamination and cross-contamination events and takes action to prevent contamination from occurring or recurring • consistently records food safety information according to store policy and procedures • consistently contributes to continuous improvement in own work area.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • a food safety program • protective clothing • cleaning materials and chemicals • pest control equipment and chemicals • suitable food products • relevant documentation, such as store policy and procedures on hygiene and sanitation practices • food handling implements • food storage and display equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Personal hygiene practices as

- hand washing procedures
- personal presentation and cleanliness

may include:

- hair tied back, under net or under cap
- not touching hair or sneezing near food
- removal of jewellery as required by legislation
- reporting of personal illnesses and infections
- wounds, cuts and wearing of bandages or dressings
- changing gloves when handling different products.

Protective clothing and equipment may include:

- wearing of gloves, hairnets, hats, shoes, uniforms, outer garments and aprons when handling food as required
- clothing maintenance, laundering and storage requirements
- wearing gloves to protect hands from cleaning chemicals, heat or cold (insulation)
- wearing mesh gloves when using or cleaning sharp equipment
- wearing protective clothing and footwear.

Personal movement may include:

- removing protective clothing prior to moving outside or from one area to another
- not moving into defined areas.

Legislative requirements may include:

- food safety regulations
- WHS
- environmental protection legislation
- awards or agreements
- waste disposal
- hazardous substances and dangerous goods
- manual handling.

Food supplies may include:

- supplies received from both internal and external suppliers and maintained within a stock control system, including:
 - dry goods
 - hazardous foods
 - dairy goods
 - meat and seafood
 - poultry
 - fruit and vegetables
 - frozen goods.

Food storage requirements may include:

- storage in:
 - refrigeration
 - freezers
 - coolrooms
 - dry stores

- refrigerated display cabinets
- food segregation
- food packaging for storage
- labelling of food
- stock rotation
- optimum maintenance of storage areas, including:
 - cleanliness
 - lighting
 - at required temperature
 - free from vermin or infestation
 - free from defects
- optimum temperature management
- ventilation of storage area
- sanitation of storage area
- disposal of damaged or spoiled supplies.

Store procedures may include:

- compliance with food safety standards and the store food safety program
- procedures such as:
 - personal hygiene
 - safe storage of food
 - safe storage and use of cleaning chemicals
 - cleaning regimes and timetables
 - protective clothing and equipment
 - safe handling and use of food preparation equipment
 - food handling procedures
 - control points
 - hazard analysis and critical control point (HACCP).

Food handling implements may include:

- gloves
- tongs
- spoons
- scoops.

Work areas may include:

- floors
- walls to required levels
- benches and working surfaces
- shelves
- store rooms and cupboards
- food service areas
- kitchen areas.

Equipment may include:

- crockery and glassware
- utensils

- pots, pans and dishes
 - containers
 - chopping boards
 - garbage bins
 - storage and display units
 - coolrooms, refrigerators and freezers
 - extraction fans
 - thermometers, including infra red (for checking surface and air temperature)
 - probe (for checking core temperature)
 - ovens, bain-maries, rotisseries, grills, deep fryers and hotplates
 - knives, slicers, drink machines, milkshake makers and coffee makers
 - dishwashers.
 - calibration checks on relevant equipment
 - detailed cleaning to ensure the elimination of crumbs food scraps or dirt build-up
 - blade sharpening
 - checking and reporting equipment faults
 - checking pest control equipment and products, including:
 - fly screens
 - automatic doors
 - ultraviolet insect lights
 - vermin traps
 - cleaning and sanitising waste bins and areas.
- Routine maintenance*** may include:
- Potentially unsafe food safety processes or situations*** may include:
- Corrective action*** must include:
- spoiled or contaminated food
 - out-of-date food
 - customer complaints regarding food contamination
 - situations that may indicate a need for food recall.
 - promptly report potentially unsafe food safety processes or situations to a supervisor
 - acting on the advice of the supervisor.

Unit Sector(s)

Retail

Competency field

Food Safety

SIRRFSA302 Monitor food safety program

Modification History

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

Release	Comments
First Release	Updated and equivalent to SIRRFSA002A Previously contained the following pre-requisite SIRRFSA001A Apply retail food safety practices

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor the implementation of a food safety program across an entire process within a retail food store or department. It involves ensuring that staff members apply the hazard analysis and critical control point (HACCP) system; coordinating corrective action where required to ensure compliance with food safety standards; providing support and guidance to frontline team members; and making contributions to the improvement of the organisation's food safety program.

Application of the Unit

This unit applies to team leaders or managers responsible for supervising frontline service personnel involved in preparing, displaying and selling retail food.

Licensing/Regulatory Information

Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand.

The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. This unit of competency complies with the legislative requirements for food safety and safe food handling practices as outlined in the Code.

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differ between state and territory governments.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor implementation of food safety program.	1.1. Communicate <i>food safety requirements and procedures</i> to <i>relevant staff members</i> as required. 1.2. Provide mentoring and coaching to support individuals or groups in implementing <i>food safety program</i>. 1.3. Monitor individual and team performance to ensure compliance with <i>legislative and statutory requirements</i> and store procedures. 1.4. Develop and maintain <i>regular schedule or roster for store or department cleaning tasks and inspections</i> according to food safety program and legislative requirements. 1.5. Inform team members of individual responsibilities for cleaning tasks. 1.6. Implement procedures for prompt waste removal, especially spillage on floors, according to store procedures, food safety program and legislative requirements. 1.7. Implement procedures for prompt eradication of insects, pests and vermin according to store procedures, food safety program and legislative requirements. 1.8. Coordinate store procedures for safe storage of cleaning chemicals, insecticides and pesticides according to legislative

- requirements.
2. Respond to occurrences of non compliance with food safety requirements.
 - 2.1. Identify food safety problems and take **corrective action** promptly to minimise impact of contamination and spoilage.
 - 2.2. Implement store procedures for product recall identification, and promptly withdraw products from public sale as required.
 - 2.3. Promptly implement procedures for dealing with non compliance according to food safety program.
 - 2.4. Identify causes of non compliance.
 - 2.5. Implement control measures to prevent recurrence.
 - 2.6. Report non compliance according to store procedures and food safety program.
 3. Contribute to continuous improvement of food safety program.
 - 3.1. Identify and report potential **food safety hazards**.
 - 3.2. Review existing control measures to take account of changes and updated technical knowledge.
 - 3.3. Report the need for changes required to adequately cover identified hazards to those responsible for the maintenance of food safety program.
 - 3.4. Identify opportunities to remove or minimise food safety risks.
 - 3.5. Record food safety information and performance according to store procedures and food safety program.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - communicate requirements and procedures to staff, including cleaning responsibilities
 - communicate with management, internal and external auditors and Food Act authorised officers
 - give instructions
 - mentor and coach individuals and groups
 - report non-compliance and contribute to continuous improvement through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - keep records
 - read and interpret store policy and procedures
 - read and interpret manufacturer instructions
 - report incidents, hazards and non-compliance with food safety program in a variety of situations and to a number of different audiences, including management and staff
- problem solving skills to respond to occurrences of non-compliance
- technical skills to apply food safety procedures for:
 - avoiding cross-contamination
 - cleaning
 - handling chemicals
 - personal hygiene
 - product handling
 - using personal protective equipment

Required knowledge

- food handling and hygiene principles, including:
 - common causes and types of contamination and food safety hazards
 - correct storage of food, including hot, cold, raw and cooked, and relevant critical control points
 - HACCP system
 - principles of temperature control and the temperature danger zone
 - techniques for identifying actual and potential contamination and cross-contamination hazards
 - techniques for minimising contamination and spoilage
- food safety policy, plans and responsibilities, including an understanding of the relationship between the quality system, the food safety program and audit requirements
- methods for elimination, prevention and solution of contamination problems
- procedures for:

- cleaning
- eradication of insects and vermin
- waste removal
- relevant legislation, statutory requirements and codes of practice relating to the retail industry, including work health and safety (WHS) requirements
- roles and responsibilities of food safety personnel for food handling requirements, from raw material to finished product
- storage requirements for cleaning chemicals, insecticides and pesticides

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policy and procedures and store's food safety program, which complies with food safety regulations and legislative requirements in regard to hygiene and sanitation practices
- monitors team performance to ensure compliance with food safety program, records and reports to management and staff on compliance, including ensuring information is provided to modify the food safety program as needed
- develops, maintains and communicates regular schedule or roster for cleaning and maintenance procedures, and conducts regular inspections to ensure compliance
- mentors and coaches staff supportively to implement the store food safety program
- responds to occurrences of non-compliance, promptly identifies and rectifies problems, implements relevant product recall procedures, where required, and investigates, monitors and reports on possible potential food safety hazards to ensure continuous improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a food safety program, based on HACCP
- protective clothing
- cleaning materials and chemicals

- pest control equipment and chemicals
- suitable food products and merchandise
- relevant documentation, such as store policy and procedures on hygiene and sanitation practices
- food handling implements
- food storage and display equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- customer and staff feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Food safety requirements and procedures may include:

- food safety, hygiene and sanitation practices
- procedures for product recall.

Relevant staff members may include:

- team leader
- supervisor
- manager
- employee.

Food safety program may include:

- specific risk factors
- critical control points
- action required in response to non-compliance.

Legislative and statutory requirements may include:

- food safety regulations
- hygiene and sanitation
- WHS
- environmental protection legislation

Regular schedule or roster for store or department cleaning tasks and inspections may include:

- waste disposal
- manual handling
- use and storage of hazardous substances and dangerous goods
- labelling of workplace substances.
- progressive cleaning
- at end of trade
- use of check sheets
- inspection lists
- taking temperatures
- collecting samples
- visual inspections
- control charts.

Corrective action may include:

- cooking times
- reprocessing
- corrective systems and processes
- withdrawing product.

Food safety hazards may be:

- biological
- physical
- chemical.

Unit Sector(s)

Retail

Competency Field

Food Safety

SIRRMER001A Merchandise food products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present food products, including convenience foods within the store. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of food products for display or sale.

Application of the Unit

This unit applies to frontline staff and supervisors who apply store policy and food safety procedures, including legislative requirements, in all aspects of handling, preparing, displaying, ticketing and storing food in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare food stock.	1.1. Identify <i>preparation and handling requirements</i> for specific food products and apply, according to <i>legislative requirements</i> and <i>store policy and procedures</i>. 1.2. Use food preparation <i>tools and equipment</i>, according to approved Work Health and Safety (WHS) procedures. 1.3. Clean, maintain and store <i>food preparation tools and equipment</i> according to store procedures and legislative requirements. 1.4. <i>Wrap or package</i> food products as required, according to store procedures and legislative requirements.
2. Place and arrange food stock.	2.1. Unpack food stock according to legislative requirements and store procedures. 2.2. Check food products for freshness and place in or on <i>storage and display units</i> in specified locations, according to product handling and WHS requirements. 2.3. Rotate food stock, according to shelf life, use by dates, store procedures and legislative requirements. 2.4. Identify damaged, deteriorated, spoiled or out of date stock and take <i>corrective action</i>, according to store procedures and legislative requirements. 2.5. Display and store food products to avoid cross contamination as indicated in store procedures and legislative requirements.
3. Prepare and display labels and tickets.	3.1. Prepare <i>labels and tickets</i> for window, wall or floor displays, display units or products according to store policy. 3.2. Date code stock as required. 3.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action. 3.4. Identify and ticket late mark downs and reductions, according to store policy. 3.5. Maintain and store <i>ticketing equipment</i> in a secure location. 3.6. Ensure tickets and labels are visible, correctly priced and placed on merchandise, according to store procedures and legislative requirements.

4. Maintain food displays.
 - 4.1. Reset and dismantle special promotion areas as required.
 - 4.2. Ensure food products are arranged and faced up as directed and according to layout specifications, **load-bearing and load limit capacity** of fixtures and display or storage units.
 - 4.3. Identify unsuitable or out of date displays, and reset or remove as directed.
 - 4.4. Identify optimum stock levels and replenish stock according to store procedures.
 - 4.5. Maintain display areas in a clean and tidy manner with excess packaging removed.
5. Protect food stock.
 - 5.1. Identify and use correct handling, storage and display techniques, according to stock characteristics and legislative requirements.
 - 5.2. Use and change **food handling implements**, according to legislative requirements and store procedures.
 - 5.3. Identify fragile or expensive stock and handle with extra care to prevent damage or **deterioration**.
 - 5.4. Identify and maintain correct temperatures for **product ranges**, according to legislative requirements and store procedures.
 - 5.5. Check, maintain and clean storage and display units according to store procedures.
 - 5.6. Report temperature irregularities to **appropriate personnel** without delay.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report temperature irregularities to appropriate personnel through clear and direct communication
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- technical skills to use and maintain:
 - food preparation tools and equipment
 - electronic labelling and ticketing equipment
 - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines

- weighing and measuring of goods
- machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:
 - merchandising, ticketing and pricing
 - correct storage of stock
 - store promotional themes, including advertising, catalogues and special offers
 - location of display areas
 - principles of display
 - availability and use of display materials
 - stock rotation
 - stock replenishment
 - scheduling, building and rotating displays
 - correct manual handling techniques for protection of self and merchandise
 - correct storage procedures for labelling and ticketing equipment and materials
 - correct storage procedures for food preparation tools and equipment
- food products characteristics and their effects on preparation and handling requirements for display
- placing and arranging food stock and maintaining displays
- types of labelling and ticketing items and displays
- relevant legislation and statutory requirements, in relation to :
 - food safety
 - manual handling
 - environmental sustainability including waste disposal
 - pricing procedures, including GST requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures and legislative requirements in regard to hygiene and sanitation practices
- consistently applies store policy and procedures and legislative requirements for preparation, arrangement, presentation, handling and storage of food products
- consistently applies store policy and procedures and

- legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise according to store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
 - stock characteristics
 - industry codes of practice
 - WHS regulations
 - food safety practices.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- food preparation equipment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation, such as:
 - store policy and procedures manuals
 - WHS
 - industry codes of practice and relevant legislation
 - manufacturer instructions and operation manuals for electronic ticketing equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Preparation and handling requirements may vary according to food product characteristics, including:

- perishable items
- cooked and uncooked items
- items requiring defrosting and freezing
- separating items to enhance presentation and to prevent cross-contamination and spoiling
- items requiring chilling and heating
- wet and dry items.

Legislative requirements may include:

- food safety regulations
- WHS
- pricing procedures, including GST requirements
- manual handling
- waste disposal
- environmental protection
- industry codes of practice.

Store policy and procedures in regard to:

- preparation, arrangement, presentation, handling and storage of food stock
- maintenance and cleaning of equipment and working areas.

Food preparation ***tools and equipment*** may include:

- knives and slicers
- boards
- cookware, such as saucepans and baking trays
- ovens and cooktops
- appliances, such as mixers.

Materials and techniques used to ***wrap or package*** food may

- pre-packaging
- separating items to prevent cross-contamination

include:

- protection of items
- covering to prevent deterioration of product
- polystyrene trays
- soaker pads
- clear plastic containers
- plastic wrap
- plastic bags
- butcher paper.

Storage and display units may include:

- window displays
- heaters, ovens, bain-maries and rotisseries
- freezers
- refrigerated units and coolrooms
- display fixtures, bins and cabinets
- self-serve.

Corrective action may include:

- return to supplier
- disposal
- report to supervisor or manager.

Labels and tickets may be provided or produced electronically or manually, and may include:

- Australian Product Number (APN)
- name and address of vendor
- description of product
- price, ingredients, use-by date or shelf life and nominal weight
- recommended storage procedures
- recommended intended use
- nutritional information.

Ticketing equipment may include:

- pricing gun
- shelf tickets
- shelf talkers
- written or electronically produced labels
- bar coding equipment
- price boards
- header boards.

Load limits and load limit capacity may include:

- weight-bearing capacity
- temperature maintenance.

Food handling implements may include:

- gloves
- tongs
- knives
- spoons and scoops
- slicers.

Deterioration of product may

- contamination
- product life and use-by date

include:

- crushing
- drying out.

Product ranges may include:

- seafood, chicken, meat
- delicatessen goods
- seasonal varieties
- exotic and unusual lines
- bakery items
- dairy products
- frozen foods
- dried foods
- canned foods
- prepared salads and convenience foods.

Appropriate personnel may include:

- team leader
- supervisor
- manager.

Unit Sector(s)

Retail

Competency field

Merchandising

SIRRMER002A Pack and display meat products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present meat products within the store. It includes the setting up and maintenance of displays, labelling and pricing stock. It also includes the packing, handling and storage of meat products.

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present meat products within the store. It includes the setting up and maintenance of displays, labelling and pricing stock. It also includes the packing, handling and storage of meat products.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare meat products.	1.1. Identify products to be trimmed or sliced, and trim or slice according to product and <i>safety requirements</i>. 1.2. Use trimming and slicing equipment safely and switch off after use, if applicable, according to <i>legislative requirements and store policy and procedures</i>. 1.3. Clean and store trimming and slicing equipment according to store procedures and legislative requirements. 1.4. Identify and prepare items to be defrosted according to legislative requirements and store procedures.
2. Wrap and package meat products.	2.1. Set up tubs, trays and <i>supplies for packing meat</i> according to store procedures. 2.2. Weigh and price products according to store procedures. 2.3. <i>Wrap and package</i> products to prevent <i>deterioration</i> or leakage according to legislative requirements and store procedures. 2.4. Wrap and package products for display or for customer according to store procedures.
3. Lay out products.	3.1. Unpack and remove meat stock from cooler according to store procedures and legislative requirements. 3.2. Place meat products in or on display units in determined locations. 3.3. Display and arrange meat products and replenish to achieve a balanced fully stocked appearance and promote sales. 3.4. Ensure layout reflects advertising and seasonal promotions. 3.5. Check meat products for freshness, quality and trimmed prior to placement on display. 3.6. Identify damaged, deteriorated, spoiled or out-of-date stock and take <i>corrective action</i> as required according to store procedures and legislative requirements. 3.7. Display and store meat products separately as required to avoid cross contamination according to store policy and legislative requirements. 3.8. Place meat product range according to display units, fixtures, ticketing, prices or bar codes.

- 3.9. Rotate meat products according to shelf life, use by dates, store procedures and legislative requirements.
 - 3.10. Ensure presentation of meat products complies with product **handling requirements**, techniques and legislative requirements.
 - 3.11. Actively support store promotions as required.
 - 3.12. Identify ideas for store promotions and convey to appropriate personnel.
4. Prepare display labels and tickets.
 - 4.1. Prepare **labels and tickets** for window, wall or floor displays, display units or products according to store policy.
 - 4.2. Date code stock as required.
 - 4.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
 - 4.4. Identify and ticket late mark downs and reductions according to store policy.
 - 4.5. Use and maintain electronic ticketing equipment according to design specifications.
 - 4.6. Maintain **store ticketing equipment** in a secure location.
5. Place, arrange and display price tickets and labels.
 - 5.1. Ensure tickets and labels are visible and correctly placed on products according to legislative requirements and store procedures.
 - 5.2. Replace labels and tickets according to store policy.
 - 5.3. Maintain correct pricing and clear information on products according to store procedures and legislative requirements.
6. Maintain meat displays.
 - 6.1. Reset and dismantle special promotion areas.
 - 6.2. Select meat products for display.
 - 6.3. Ensure products are arranged and faced up as directed and according to layout specifications and **load-bearing and load limit capacity** of fixtures, display or storage units.
 - 6.4. Identify, reset or remove unsuitable or out of date displays as directed.
 - 6.5. Identify optimum stock levels and replenish stock according to store policy.
 - 6.6. Maintain display areas in a clean and tidy manner.
 - 6.7. Remove excess packaging from display areas.
7. Protect meat products.
 - 7.1. Identify and use correct handling, storage and display techniques according to stock characteristics and legislative requirements.
 - 7.2. Identify protective clothing and equipment according to legislative requirements and store procedures.
 - 7.3. Identify and use **implements for handling products** according to legislative requirements and store policy.
 - 7.4. Identify and maintain correct temperatures for **product range** according to legislative requirements and store procedures.

- 7.5. Maintain and clean **storage and display units** according to store procedures.
- 7.6. Regularly check storage and display units to ensure products are kept at recommended temperatures.
- 7.7. Report temperature irregularities to appropriate people without delay.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - report temperature irregularities and convey ideas for store promotions to appropriate personnel through clear and direct communication
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- technical skills to use and maintain:
 - food preparation tools and equipment
 - electronic labelling and ticketing equipment
 - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - weighing and measuring of goods
 - machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:
 - the sale of food items
 - merchandising, ticketing and pricing
 - correct storage of stock
 - principles of display
 - store promotional themes, advertising, catalogues and special offers
 - location of display areas
 - availability and use of display materials
 - stock rotation
 - stock replenishment
 - scheduling for building and rotating displays

- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling and ticketing equipment and materials
- store meat product range
- pricing procedures, including GST requirements
- preparation of meat products for display, including

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures in regard to hygiene and sanitation practices
- consistently applies store policy and procedures in regard to preparation, arrangement, presentation, handling and storage of meat products
- consistently applies store policy and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise according to store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required according to store procedures.
- performs correct manual handling, storage and display techniques according to:
 - stock characteristics

	• industry codes of practice • WHS regulations • food safety practices.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • ticketing equipment • meat product preparation equipment • products for preparation and display • display materials and props • cleaning equipment and materials • relevant documentation such as: • store policy and procedure manuals • WHS • industry codes of practice and relevant legislation • manufacturer instructions and operation manuals for electronic ticketing equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Safety requirements may include:

- WHS
- food safety.

Legislative requirements may

- WHS

- include:
- pricing procedures, including GST requirements
 - manual handling
 - consumer law
 - waste disposal
 - environmental protection
 - industry codes of practice
 - food safety regulations.
- Store policy and procedures*** in regard to:
- hygiene and sanitation practices and preparation, arrangement, presentation, handling and storage of meat products
 - maintenance and cleaning of equipment and working areas.
- Supplies for packing meat*** may include:
- polystyrene trays
 - soaker pads
 - clear plastic containers
 - plastic wrap
 - plastic bags
 - butcher paper.
- Wrap and package*** may include:
- pre-packaging
 - separating items to prevent cross-contamination
 - protection of items
 - covering to prevent deterioration of product.
- Deterioration*** of product may include:
- contamination
 - product life and use-by date
 - crushing
 - drying out.
- Corrective action*** may include:
- return to supplier
 - disposal
 - report to supervisor and manager.
- Handling requirements*** may vary according to meat product characteristics, including:
- perishable items
 - cooked and uncooked items
 - items requiring defrosting and freezing
 - separating items to enhance presentation and to prevent cross-contamination and spoiling
 - items requiring chilling and heating
 - wet and dry items.
- Labels and tickets*** may be provided or produced electronically or manually, and may include:
- Australian Product Number (APN)
 - name and address of vendor
 - description of product
 - price, ingredients, use-by date or shelf life and nominal weight
 - recommended storage procedures

- recommended intended use
- nutritional information.
- Store ticketing equipment*** may include:
 - pricing gun
 - shelf tickets
 - shelf talkers
 - written or electronically produced labels
 - bar coding
 - price boards
 - header boards.
- Load-bearing and load limit capacity*** may include:
 - weight-bearing capacity
 - temperature maintenance.
- Implements for handling products*** may include:
 - gloves
 - tongs
 - knives
 - slicers.
- Store meat ***product range*** may include:
 - beef
 - lamb
 - mutton
 - veal
 - pork
 - chicken
 - venison, kangaroo, emu and other game
 - special cuts
 - smallgoods
 - manufactured goods
 - value-added goods, e.g. ready-to-cook and marinated
 - individual serves
 - barbecue spits.
- Storage and display units*** may include:
 - window displays
 - freezers
 - refrigerated units and coolrooms
 - display fixtures, bins and cabinets
 - self-serve.

Unit Sector(s)

Retail

Competency field

Merchandising

SIRRMER003A Prepare and display fast food items

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, cook, arrange and present fast food items in a retail environment. It includes the setting up and maintenance of displays and labelling or pricing stock. It also includes the handling, protection and storage of fast food products for display or sale.

Application of the Unit

This unit applies to frontline staff and supervisors who apply store policy and food safety procedures, including legislative requirements, in all aspects of handling, preparing, displaying, ticketing and storing fast food items in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare fast food items.	1.1.Prepare and operate work stations according to legislative requirements and store policy and procedures. 1.2.Identify, maintain and use equipment, utensils and implements required according to store procedures and legislative requirements. 1.3.Identify and assemble ingredients for items according to standard store recipes and menu range. 1.4.Identify preparation and handling requirements for individual food items according to legislative requirements and store procedures. 1.5.Identify products to be sliced, or cut and slice, or cut according to product and legislative requirements. 1.6.Use food preparation equipment safely and switch off after use, as required according to legislative requirements and store procedures. 1.7.Clean and store equipment according to store procedures and legislative requirements. 1.8.Identify, prepare and cook items according to legislative requirements and store procedures. 1.9.Identify items to be heated and place in, and remove from, ovens according to legislative requirements and store procedures. 1.10.Identify items to be defrosted and prepare according to legislative requirements and store procedures.
2. Present food items.	2.1.Package or plate food items according to store procedures and legislative requirements. 2.2.Apply portion control to minimise wastage. 2.3.Place food products in or on display and storage units in determined locations as required. 2.4.Display food products to achieve a balanced fully stocked appearance and promote sales. 2.5.Check stock for freshness prior to placement on display. 2.6.Identify damaged, deteriorated, spoiled or out of date stock and take corrective action as required according to store procedures

- and legislative requirements.
- 2.7. Display and store cooked and uncooked products separately to avoid cross contamination according to store policy and legislative requirements.
 - 2.8. Place individual products in separate containers or dividers to avoid spoilage.
 - 2.9. Place food product stock range according to fixtures, ticketing, prices or bar codes.
 - 2.10. Rotate food product stock according to shelf life, use by dates, store procedures and legislative requirements.
 - 2.11. Ensure food presentation complies with product handling requirements, techniques and legislative requirements.
3. Prepare display labels and tickets.
 - 3.1. Prepare **labels and tickets** for window, wall or floor displays, display units or products according to **store labelling and pricing policy**.
 - 3.2. Date code stock as required.
 - 3.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
 - 3.4. Identify late mark downs and reductions and ticket according to store policy.
 - 3.5. Use and maintain electronic ticketing equipment according to design specifications.
 4. Place, arrange and display price labels and tickets.
 - 4.1. Ensure labels and tickets are visible and correctly placed on merchandise according to legislative and store requirements.
 - 4.2. Replace labels and tickets according to store policy.
 - 4.3. Maintain correct pricing and clear information on products according to store procedures and legislative requirements.
 5. Maintain food displays.
 - 5.1. Reset and dismantle special promotion areas.
 - 5.2. Select food items for display as required.
 - 5.3. Arrange products as directed and according to layout specifications, **load-bearing and load limit capacity** of fixtures and display or storage units.
 - 5.4. Identify, reset or remove unsuitable or out of date displays as directed.
 - 5.5. Identify optimum stock levels and replenish stock according to store policy.
 - 5.6. Maintain display areas in a clean and tidy manner.
 - 5.7. Remove excess packaging from display areas.
 6. Protect food items.
 - 6.1. Identify and use correct handling, storage and display techniques according to food characteristics and legislative requirements.
 - 6.2. Change food handling implements when handling different products according to legislative requirements and store

procedures.

6.3. Identify and use implements for handling products according to legislative requirements and store policy.

6.4. Regularly change medium in which serving equipment is stored, to prevent contamination.

6.5. Wrap and package products to prevent **deterioration** according to legislative requirements and store procedures.

6.6. Identify fragile or expensive stock and handle with extra care to prevent damage or deterioration.

6.7. Identify and maintain correct temperatures for menu items according to legislative requirements and store procedures.

6.8. Maintain and clean work areas, storage areas and display units according to store procedures.

6.9. Regularly check storage and display units to ensure products are kept at recommended temperatures.

6.10. Report temperature irregularities to **appropriate personnel** without delay.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report temperature irregularities to appropriate personnel through clear and direct communication
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- technical skills to use and maintain:
 - food preparation tools and equipment
 - electronic labelling and ticketing equipment
 - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - weighing and measuring of goods
 - machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:

- merchandising, ticketing, pricing and storage of stock
- store promotional themes, including advertising, catalogues and special offers
- location of display areas
- availability and use of display materials
- stock rotation
- stock replenishment
- scheduling for building and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling and ticketing equipment and materials
- fast food menu range
- food safety programs
- shelf life of various products
- pricing procedures, including GST requirements
- placing and arranging fast food items and maintaining display
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant legislation and statutory requirements, including food safety
- Australian Consumer Law
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures in preparation, cooking, arrangement, presentation, handling and storage of fast food items
- consistently applies store policy and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise according to store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
 - store policy and procedures

- industry codes of practice
- manufacturer instructions and design specifications.
- arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
 - stock characteristics
 - industry codes of practice
 - WHS regulations
 - food safety practices.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- food preparation equipment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation, such as:
 - store policy and procedures manuals
 - WHS
 - industry codes of practice and relevant legislation
 - manufacturer instructions or operation manuals for electronic ticketing equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Legislative requirements may include:

- food safety regulations
- OHS
- pricing procedures, including GST requirements
- manual handling
- waste disposal
- environmental protection
- industry codes of practice.

Store policy and procedures in regard to:

- preparation, cooking, arrangement, presentation, handling and storage of fast food items
- maintenance and cleaning of equipment and working areas.

Equipment, utensils and implements may include:

- protective clothing
- tongs, spoons and spatulas
- knives and slicers
- cooking equipment, such as deep fryers, ovens, grills and cooktops.

Store ***menu range*** may include:

- salads
- sandwiches
- hamburgers, meat, poultry
- delicatessen goods
- pizzas
- seafood
- coated or battered items
- drinks
- desserts.

Handling requirements may vary according to stock characteristics, including:

- perishable items
- cooked or uncooked items
- items requiring defrosting or freezing
- separating items to enhance presentation and to prevent cross-contamination and spoiling
- items requiring chilling or heating
- wet or dry items.

Package may include:

- plastic containers

	• polystyrene trays • plastic wrap • plastic bags • paper wraps and bags.
Display and storage units may include:	• heaters • ovens • bain-maries • rotisseries • freezers • refrigerated units or coolrooms • display fixtures, bins and cabinets • self-serve.
Corrective action may include:	• return to supplier • disposal • report to supervisor or manager.
Labels and tickets may be provided or produced:	• electronically • manually.
Label and ticket details may include:	• Australian Product Number (APN) • name and address of vendor • description of product • price, ingredients, use-by date or shelf life and nominal weight • recommended storage procedures • recommended intended use • nutritional information.
Store labelling and pricing policy may include:	• pricing gun • shelf tickets • shelf talkers • written or electronically produced labels • bar coding • price boards • header boards.
Load-bearing and load limit capacity may include:	• weight-bearing capacity • temperature maintenance.
Deterioration of product may include:	• contamination • product life or use-by date • crushing • over heating • drying out.
Appropriate personnel may	• team leader

include:

- supervisor
- manager.

Unit Sector(s)

Retail

Competency field

Merchandising

SIRRMER004A Prepare and display bakery products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present bakery products within the store. It includes the setting up and maintenance of displays and labelling or pricing stock. It also includes the maintenance, handling and storage of bakery products.

Application of the Unit

This unit applies to frontline staff and supervisors who apply store policy and food safety procedures, including legislative requirements, in all aspects of handling, preparing, displaying, ticketing and storing bakery products in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare bakery products.	1.1. Identify <i>preparation</i> and <i>handling requirements</i> for individual bakery products according to <i>legislative requirements</i> and <i>store policy and procedures</i>. 1.2. Identify volume of product requiring preparation according to store procedures. 1.3. Identify and prepare products according to product and legislative requirements. 1.4. Use all <i>equipment</i> safely, switch off after use, and clean and store according to legislative requirements. 1.5. Prepare items to comply with weight statements on labels according to legislative requirements. 1.6. Select <i>packaging</i> and place items into or on packaging, according to product requirements, legislative requirements and store procedures.
2. Place and arrange bakery products.	2.1. Unpack bakery products according to legislative requirements and store procedures. 2.2. Check bakery products for quality and freshness prior to placement on display. 2.3. Identify damaged, deteriorated, spoiled or out of date stock and take <i>corrective action</i> as required, according to legislative requirements and store procedures. 2.4. Identify packaging requirements for bakery products, and package and <i>label</i> products, where required, according to legislative requirements and store procedures. 2.5. Place bakery products in or on <i>storage and display units</i> in determined locations and place individual products in separate areas, containers or dividers, where required, to avoid spoilage and to enhance presentation. 2.6. Display bakery products to achieve a balanced appearance and promote sales. 2.7. Place bakery product range to conform to fixtures, ticketing, prices or bar codes. 2.8. Rotate bakery products according to shelf life, use by dates,

- legislative requirements and store procedures.
- 2.9.Ensure presentation of bakery products complies with product handling requirements and techniques, and legislative requirements.
3. Prepare display labels and tickets.
- 3.1.Prepare labels and tickets for window, wall or floor displays, display units or products according to store policy.
- 3.2.Date code stock where required.
- 3.3.Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
- 3.4.Identify and ticket late mark downs and reductions as required according to store policy.
- 3.5.Use and maintain electronic ticketing equipment according to design specifications and store procedures.
- 3.6.Maintain and **store ticketing equipment** in a secure location.
4. Place, arrange and display price tickets and labels.
- 4.1.Ensure tickets and labels are visible and correctly placed or replaced to conform to legislative requirements and store policy.
- 4.2.Maintain correct pricing and clear information on products according to store procedures and legislative requirements.
5. Maintain bakery product displays.
- 5.1.Select bakery products for display.
- 5.2.Set and dismantle promotion areas according to store procedures.
- 5.3.Ensure products are arranged and faced up as directed and according to **layout and equipment specifications**.
- 5.4.Identify, reset or remove unsuitable or out of date displays as directed.
- 5.5.Identify optimum stock levels and replenish stock according to store policy.
- 5.6.Maintain display areas in a clean, safe and hygienic manner according to legislative requirements.
- 5.7.Remove excess packaging from display areas and dispose of according to legislative requirements and store procedures.
6. Protect bakery products.
- 6.1.Identify and use correct handling, storage and display techniques according to bakery product characteristics and legislative requirements.
- 6.2.Identify and use **personal protective clothing** and equipment and implements for handling products according to legislative requirements and store procedures.
- 6.3.Identify fragile products and handle with extra care to prevent damage or **deterioration**.
- 6.4.Identify correct temperatures for **product range** and regularly check and maintain storage and display units to ensure products are kept at recommended temperatures according to legislative requirements and store procedures.
- 6.5.Maintain and clean storage and display units according to

legislative requirements.

6.6. Report temperature irregularities or equipment faults to ***appropriate personnel*** without delay and record according to legislative requirements and store procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report temperature irregularities to appropriate personnel through clear and direct communication
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- technical skills to use and maintain:
 - food preparation tools and equipment
 - electronic labelling and ticketing equipment
 - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - weighing and measuring of goods
 - machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:
 - the sale of food items
 - food safety requirements
 - merchandising, ticketing, labelling and pricing
 - correct storage of stock
 - store promotional themes, advertising, catalogues and special offers
 - location of display areas
 - availability and use of display materials
 - stock rotation
 - stock replenishment
 - scheduling for building and rotating displays
 - correct manual handling techniques for protection of self and merchandise
 - correct storage procedures for labelling and ticketing equipment and materials

- store bakery product range
- preparation of bakery products for display including placing and arranging bakery products and maintaining displays
- pricing requirements, including GST requirements
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant legislation and statutory requirements, including food safety
- Australian Consumer Law
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently follows, applies and implements food safety requirements and store policy and procedures in regard to preparation, arrangement, presentation, handling and storage of bakery products
- consistently applies store policy and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- consistently displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to legislative requirements and store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- consistently arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- consistently identifies damaged, contaminated or out-of-date stock and takes corrective action as

required by food safety requirements and store procedures

- consistently maintains display areas and replenishes stock as required according to store procedures
- consistently performs correct manual handling, storage and display techniques, including at point-of-sale operation, according to:
 - stock characteristics
 - industry codes of practice
 - WHS regulations
 - food safety practices.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation such as:
 - store policy and procedure manuals
 - WHS
 - food safety requirements
 - industry codes of practice and relevant legislation
 - manufacturer instructions and operation manuals for electronic ticketing equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Preparation of bakery products may include:

- baking
- de-panning
- decorating and finishing
- creaming and icing
- slicing
- packaging.

Handling requirements may vary according to stock characteristics, including:

- perishable items
- cooked and uncooked, and hot and cold items
- items requiring defrosting and freezing
- wet and dry items.
- soft or fragile items requiring careful handling, e.g. cream products
- separating items to enhance presentation and to prevent cross-contamination and spoiling
- items requiring chilling and heating.

Legislative requirements may include:

- WHS
- pricing procedures, including GST requirements
- manual handling
- food safety regulations
- consumer law
- waste disposal
- environmental protection
- industry codes of practice.

Store policy and procedures in regard to:

- food safety practices and preparation, arrangement, presentation, handling and storage of bakery products
- maintenance and cleaning of equipment and working areas.

Equipment may include:

- tongs
- knives and slicers
- protective clothing
- food handling tissues
- paper towels
- scrapers and mixers
- ovens, proving cabinets and cold storage.

- Packaging** may include:
- cardboard trays, foil trays, polystyrene trays
 - clear plastic containers
 - plastic wrap
 - plastic bags, foil bags and pre-heat bags
 - paper bags and cloth bags
 - cake trays and boxes.
- Corrective action** may include:
- return to supplier
 - disposal
 - report to supervisor and manager.
- Labels** may be provided or produced:
- electronically
 - manually.
- Label** details may include:
- Australian Product Number (APN)
 - name and address of vendor
 - description of product
 - price, ingredients, use-by-date or shelf life and nominal weight
 - recommended storage procedures
 - recommended intended use
 - nutritional information.
- Storage and display units** may include:
- window displays
 - freezers, refrigerated units and coolrooms
 - display fixtures, bins, cabinets, cases and self-serve units
 - food warmers and bain-maries.
- Store ticketing equipment** may include:
- pricing gun
 - shelf tickets and shelf talkers
 - written or electronically produced labels
 - bar coding
 - price boards and header boards.
- Layout and equipment specifications** may include:
- load limits and load-bearing capacity of fixtures, storage and display units
 - weight-bearing or volume capacity
 - temperature maintenance.
- Personal protective clothing** may include:
- aprons
 - gloves
 - hair covering
 - protective eyewear
 - protective footwear.
- Deterioration** of product may include:
- contamination and adulteration
 - product life, use-by date and staling
 - crushing and damage

Product range may include:

- drying out and sweating.
- bread lines
- sweet yeast products (buns, scrolls, donuts)
- pies and pizzas
- cakes, e.g. plain, cream, custard and fruit
- pastry lines, e.g. sweet, savoury, custard and fruit
- hot or cold items
- cooked or uncooked items
- par-baked or frozen
- iced and un-iced items.

Appropriate personnel may include:

- team leader
- supervisor
- manager.

Unit Sector(s)

Retail

Competency field

Merchandising

SIRRMER405 Produce visual merchandising signs

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER007A Apply lettering. Title change but no change to unit outcomes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce a variety of signage, such as price lists and product descriptions for use in visual merchandising displays. Signs may be produced electronically or manually, according to organisational procedures.

Application of the Unit

This unit applies to frontline visual merchandising team members.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm signage requirements.	1.1. Identify details of information to be included on <i>signage</i> . 1.2. Consult relevant stakeholders on size, layout and style of signage. 1.3. Confirm timelines, quantities and locations for signage.
2. Prepare resources for signage production.	2.1. Select <i>production method</i> and materials for signage production. 2.2. Ensure equipment and materials are available for timely production of signage.
3. Produce signage.	3.1. Produce drafts of signage, check against requirements and obtain approval from relevant stakeholders as required. 3.2. Produce signage within required timeframes and to required standards according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to consult with relevant stakeholders
- literacy and numeracy skills to produce accurate signs containing both written information and prices
- manual lettering skills
- technology skills to operate:
 - relevant technology, including printers
 - software applications for the production of signage

Required knowledge

- colour principles as applied to lettering
- equipment and materials used to produce signage
- layout principles
- lettering styles

- use and workplace applicability of various lettering mediums
- visual merchandising signage requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops industry standard signage for:
 - price lists
 - product descriptions
 - promotional banners.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- information on:
 - client requirements
 - store image
 - store policy on promotional signage
 - products and services
- retail lettering tools, equipment and materials, including relevant computer software.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated retail lettering project environment
- a portfolio of personally designed and produced lettering
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Signage may include:

- price lists
- product descriptions
- promotional banners.

Production method may include:

- electronic production using:
 - graphics software
 - information and communications technology
- manual production using:
 - board
 - chalk board
 - calligraphy pens
 - ink
 - marker pens
 - paper
 - pastels and chalks
 - pencils from B to 6B
 - rulers
 - watercolour
 - vinyl lettering machine.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER406 Design, construct and maintain props

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER010A Design, construct and maintain props and merchandisers. Title change but no change to unit outcomes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret specifications, design and construct three-dimensional (3-D) props, and maintain and modify fashion mannequins for displays.

Application of the Unit

This unit applies to frontline visual merchandisers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Design and construct 3-D props and merchandisers.	1.1. Interpret requirements for props in consultation with relevant stakeholders. 1.2. Produce canvas backdrops with applied images or collage to <i>client</i> specifications and for use in specific window displays. 1.3. Produce 3-D <i>props</i> to reflect specified <i>promotional and cultural themes</i> or <i>product categories</i> used in displays. 1.4. Safely construct full-size fashion mannequins to <i>relevant standards, performance benchmarks and specifications</i> for use in display windows. 1.5. Design and construct point-of-sale units and ticket holders to suit specific products. 1.6. Construct slat wall fittings to suit a corporate identity or sign. 1.7. Design and construct props to suit any given window or exhibition theme.
2. Maintain and modify fashion mannequins.	2.1. Assess ex-storage mannequins to determine maintenance requirements. 2.2. Recycle mannequins in whole or part using a variety of methods to create new mannequins. 2.3. Update mannequins to service window themes. 2.4. Customise mannequins to suit lifestyle themes and images.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- creative design skills to generate ideas for props
- literacy skills to:
 - interpret requirements for props
 - read instructions for the safe use of tools and equipment

- technical skills to safely use tools, equipment and materials used to construct props

Required knowledge

- appropriate materials and media for visual merchandising applications
- elements and principles of design
- ethnic and cultural styles and decorative motifs that may be used for promotions, exhibitions, festivals and specific events
- work health and safety (WHS) requirements relating to the production of props
- relevant standards, performance benchmarks and specifications to prop design, construction and maintenance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies and uses research on historical, cultural and seasonal themes in designing displays and merchandisers
- plans, coordinates and implements activities associated with constructing a range of props and merchandisers for different applications
- draws on past and present trends to create design images that represent lifestyle or corporate images
- observes and integrates WHS principles in the construction of props and merchandisers
- maintains and modifies store mannequins for a range of display applications.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - benchmarks and specifications
 - WHS requirements
- relevant tools, equipment and materials
- fashion mannequins.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- project-based assessment in a simulated display environment

- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:

- external business
- manager within the organisation.

Props may be used in retail windows, in-store displays, exhibitions, corporate promotional displays, and corporate or social events; and may include:

- asymmetrical props
- centrepieces for themed events
- display props made in reproducible moulds
- dynamic props
- formal display props
- harmonious props
- miniature 3-D props
- minimalist props
- mixed-media soft models
- rhythmic props
- trompe l'oeil finishes on 2-D and 3-D surfaces.

Promotional and cultural themes may include:

- art deco and surrealism
- art nouveau
- baroque and rococo
- Bauhaus and modernism
- Christmas, Easter and other cultural and religious occasions
- classical
- cultural themes
- current events, such as sporting events, arts or entertainment
- deconstruction and post-modernism
- historical themes
- Japanese design
- medieval

- Product categories*** may include:
- Memphis
 - pop and the 1960s
 - product category themes
 - seasonal themes
 - the 1920s.
 - baby and toddler products
 - books
 - cameras, photographic equipment and services
 - computer products and services
 - electrical products
 - fashion and accessories
 - floor covering products and services
 - food and liquor
 - footwear products and services
 - furniture products
 - hair, beauty and cosmetics products
 - hardware products and services
 - jewellery
 - music and audio products and services
 - newsagency products and services
 - soft furnishings, fabrics, manchester and haberdashery
 - sporting products and services
 - toys.
- Relevant standards, performance benchmarks and specifications*** may include:
- Australian standards
 - design briefs
 - industry standards
 - manufacturer and supplier standards
 - WHS
 - planning milestones and timeframes
 - quality measures and criteria.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER407 Design merchandisers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER015A Design merchandisers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of current design trends and the elements and principles of design, target customers and merchandise to be displayed, and produce drawings and models of merchandisers in response to client briefs.

Application of the Unit

This unit applies to frontline visual merchandisers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements

Elements describe the essential outcomes of a unit of competency.

1. Determine functional requirements of merchandisers.
2. Develop new design concepts for merchandisers.
3. Produce drawings and models of merchandisers.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1. Establish ***client*** requirements and functional needs through questioning, active listening and discussion.
- 1.2. Examine existing corporate image and customer profile to establish design target.
- 1.3. Research desirable look, size, materials and functions of available materials for a range of ***merchandise categories***.
- 2.1. Apply ***principles and elements of design*** to create chosen image.
- 2.2. Evaluate chosen image in terms of customer perception for targeted customers.
- 2.3. Develop designs for a range of merchandising categories and applications.
- 3.1. Present ***illustrations*** and ***models of designs*** for client feedback.
- 3.2. Modify designs in response to client feedback.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to consult with clients
- creative skills to apply elements and principles of design
- illustrative and model making skills
- research skills to explore desirable look, size, materials and functions of available materials for a range of merchandise categories

Required knowledge

- elements and principles of design
- current design trends

- contemporary design issues
- copyright and intellectual property issues and legislation and their impact on design practice
- psychological and marketable characteristics of colour in visual merchandising

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops sample analysis of a client brief and subsequent identification of suitable materials
- develops examples of personally designed merchandisers
- uses colour schemes to suit specific visual merchandising promotional themes.

Context of and specific resources for assessment

Assessment must ensure access to:

- real or simulated retail visual merchandising work environment
- relevant documentation, such as real or simulated client briefs
- a studio environment and equipment
- relevant computer hardware and software
- materials
- information on:
 - client requirements
 - store image
 - store visual merchandising standards
 - target customers
 - merchandise categories
 - retail design trends.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated retail merchandiser design project
- a folio of personally developed designs
- client feedback
- answers to questions about specific skills and knowledge

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the participant, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may be:

- external to the organisation
- internal managers and staff.

Merchandise categories may include:

- books
- confectionery
- cosmetics
- fashion
- fashion accessories
- food and drinks
- homewares
- personal products.

Principles and elements of design may include:

- elements:
 - colour
 - direction
 - line
 - shape
 - size
 - texture
- principles:
 - balance
 - contrast
 - dominance
 - gradation
 - harmony
 - repetition
 - unity.

Illustrations may

- computer-generated illustrations
- manually produced illustrations.

include:

Models of designs may include:

- bench style
- fixed
- freestanding.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER508 Produce retail visual illustrations

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER005A Produce retail visual illustrations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce simple visual illustrations of proposed product presentations and exhibition displays. It covers design elements, illustration techniques and colour schemes to produce illustrations that depict in situ product presentations and exhibition displays. It also includes consulting with clients to clarify available budgets.

Application of the Unit

This unit applies to frontline visual merchandisers and visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Produce product illustrations.	1.1. Use <i>illustration techniques</i> and relevant <i>equipment and materials</i> to depict accurate observation of products. 1.2. Apply shading, tonal scales, contour, variation in weight of line work, and balance of negative space to depict products. 1.3. Accurately reflect colour and finish of sample products. 1.4. Depict products in correct proportion and to <i>customer</i> specification.
2. Produce images of objects and interiors.	2.1. Use accurate observation of proportion in sketch illustrations. 2.2. Draw sketches of objects and interiors in perspective. 2.3. Demonstrate effective contrast of tone, colour and surface in sketch illustrations. 2.4. Depict in situ mannequins in correct proportion.
3. Produce interior and exterior colour schemes.	3.1. Negotiate terms of brief and budget limitations with client. 3.2. Produce colour sample boards to demonstrate <i>interior and exterior colour schemes</i> with colours and textures to suit corporate image, target market and <i>promotional themes</i>. 3.3. Produce store and merchandise colour concepts with accurate specifications and tonal rendering to meet client requirements.
4. Produce colour schemes for promotions.	4.1. Produce colour schemes to suit specific visual merchandising promotional themes. 4.2. Design sketches to reflect <i>design elements</i> required for the visual identity of the promotion. 4.3. Use colour visual sketches to demonstrate how the colour scheme will appear in situ.
5. Produce quick sketches.	5.1. Use a variety of methods, techniques and effects to describe fixtures, product presentations and display points. 5.2. Produce sketches suitable for presentation to industry.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - negotiate with internal and external groups and teams with regard to visual merchandising through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- technical skills to:
 - use colour planning and blocking in retail visual merchandising design concepts
 - use hand-drawn in-perspective sketching
 - use tone, colour and surface in sketch illustrations

Required knowledge

- roles and responsibilities of internal and external groups and teams with regard to visual merchandising
- relevant legal and legislative provisions relating to the development and manufacture of visual merchandising signs, including work health and safety (WHS)
- elements and principles of design
- psychological and marketable characteristics of colour in visual merchandising

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops examples of accurate representational images of selected objects and interiors
- uses colour schemes to suit specific visual merchandising promotional themes
- develops quick marker sketches.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as sample client briefs

- information on:
 - client requirements
 - store image
 - products and services
- retail illustration tools and materials, including relevant computer software.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated retail illustration project environment
- client feedback
- answers to questions about specific design skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Illustration techniques*** may include:
- linear marks of differing intensity and character, including:
 - curvilinear
 - sharp
 - soft, using side of pencil, marker or crayon
 - thick
 - thin
 - linear marks to produce illusion of three-dimensional (3-D) form
 - online illustrations
 - quick marker sketches
 - simple linear perspective
 - tonal range to produce illusion of 3-D
 - using colour

- Equipment and materials** may include:
- using mixed drawing media and a range of techniques to produce drawings.
 - charcoal
 - coloured pencils
 - fine liner pens
 - marker pens
 - pastels and chalks
 - pencils from B to 6B
 - watercolour.
- Customer** may include:
- customer with routine or special requests
 - internal and external contact
 - new or repeat contact
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.
- Interior and exterior colour schemes** may be for:
- department stores
 - exhibition stands
 - interiors and exteriors of shops.
- Promotional themes** may include:
- seasonal events, such as:
 - religious holidays
 - Mother's day
 - Father's day
 - Valentine's day
 - sports events
 - seasonal sales
 - cultural themes, such as:
 - Japanese
 - Mexican
 - Tuscan
 - enterprise-specific promotions, such as:
 - birthday sale
 - homewares sale
 - lingerie sale
 - perfume promotion
 - specific product promotional events, such as exhibitions.
- Design elements** may include:
- colour
 - direction
 - line
 - shape
 - size

- texture.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER509 Manufacture visual merchandising signage and support structures

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER006A Manufacture visual merchandising support structures. Title change but no change to unit outcomes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for the safe application of a range of tools and materials to manufacture simple support elements for visual displays.

Application of the Unit

This unit applies to frontline visual merchandisers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Follow workshop operational procedures.	1.1.Maintain <i>workshop tools and equipment</i>, according to manufacturer instructions and <i>workshop work health and safety (WHS) procedures</i>. 1.2.Report faulty tools and equipment promptly according to workshop WHS and maintenance procedures. 1.3.Use workshop tools and equipment according to manufacturer operational and safety instructions. 1.4.Clean and tidy workshop area and store tools, equipment and visual merchandising <i>materials stock</i> according to <i>enterprise procedures</i>. 1.5.Monitor materials stock according to enterprise procedures.
2. Design and construct simple visual merchandising structures.	2.1.Sketch plans of <i>simple fixed and collapsible visual merchandising structures</i>, according to <i>client or supervisor</i> specifications. 2.2.Select appropriate card stock to achieve planned results. 2.3.Apply appropriate card scoring and cutting techniques to achieve planned results. 2.4.Select and use appropriate fixing methods. 2.5.Apply paint <i>finishes</i> to achieve planned finish as required. 2.6.Apply colour copy images to structures to achieve planned finish as required. 2.7.Ensure finished structure matches client and supervisor specifications and meets WHS requirements.
3. Manufacture styrene signs.	3.1.Compose presentation roughs for store signs. 3.2.Use pinned card stencils and cut styrene, according to equipment and material manufacturers' instructions and workshop WHS procedures. 3.3.Mount styrene shapes to achieve planned constructions. 3.4.Apply suitable paint finishes to achieve planned results.
4. Construct display frames.	4.1.Measure frames and cut to specifications. 4.2.Fill corners and sand mitre to industry standard.

4.3. Apply frame finishing mediums evenly to achieve specified finish results.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - report faulty tools and equipment through clear and direct communication
 - share information use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- design skills to interpret concepts and produce signage and support structures that match planned outcomes
- technical skills to:
 - handle and store a range of tools, equipment and materials safely
 - recycle and dispose of waste safely
 - use resources efficiently

Required knowledge

- basic principles of visual merchandising
- basic design principles
- enterprise visual merchandising standards and policy
- WHS requirements related to the manufacture and loading of visual merchandising signage and support structures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selects and safely uses and cares for appropriate workshop tools and equipment
- designs and produces a range of stable load-bearing fixed and collapsible cardboard visual merchandising props
- produces styrene signs.

Context of and specific Assessment must ensure access to:

resources for assessment

- a real or simulated retail visual merchandising environment
- relevant documentation, such as:
 - equipment manufacturer safety data sheets
 - WHS requirements
 - organisational visual merchandising manuals and specifications
 - industry codes of practice
- materials
- relevant products and equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Workshop tools and equipment may include:

- cutting mats
- drills
- guillotines
- hammers
- hand saws
- hot wire machines
- scissors
- set squares
- paintbrushes
- power saws
- retractable knives
- screwdrivers.

Workshop work health and safety procedures may include:

- Australian standards
- enterprise standards and procedures
- manufacturer or supplier equipment and product safety data sheets.

Materials stock may include:

- cardboard of various grades
- papers
- paints
- solvents
- styrene
- timber
- varnishes.

Enterprise procedures may include:

- company operating procedures and instructions
- information in internal store and visual merchandising manuals, including safe work procedures, such as:
 - safe disposal of waste
 - selection and use of appropriate personal protective equipment
 - styrene cutting techniques
- verbal communication from a supervisor, including face-to-face and telephone communication
- written instructions and communication, such as memos and emails
- workplace signage.

Simple fixed and collapsible visual merchandising structures may include:

- collapsible factice boxes
- columns
- shelves.

Client or supervisor may include:

- client with routine or special requests
- internal and external contact
- new or repeat contact
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Finishes may include:

- papered finishes
- varnishes
- water or oil-based paints.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER510 Produce working drawings

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER008A Produce working drawings.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply architectural drafting techniques to develop working drawings and proposals in response to client briefs.

Application of the Unit

This unit applies to a range of people producing working drawings. It is particularly relevant to frontline visual merchandisers and visual merchandiser supervisors and managers who develop store designs, floor layouts and exhibition designs in response to client briefs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Produce industry standard page layouts.	1.1. Establish <i>purpose and scope of the drawings</i> . 1.2. Use and maintain <i>drafting equipment and materials</i> according to industry standards. 1.3. Select and use appropriate drawing instruments. 1.4. Ensure drafts reflect accurate lines of standard widths to delineate object and projection lines. 1.5. Apply line work in a range of different types and media, according to standard industry drawing practice. 1.6. Add letter text in a variety of formats and according to architectural conventions. 1.7. Identify and use different drawing scales. 1.8. Incorporate appropriate graphic symbols. 1.9. Add notations and dimensions to complete drawing.
2. Produce dimensional scale orthographic drawings.	2.1. Draft accurate layout, dimension and scale of orthographic projections of given objects. 2.2. Produce orthographic projections to industry standard.
3. Produce scale dimensional drawings of objects and interiors.	3.1. Maintain accurate angles and proportions in isometric and axonometric projections according to orthographic drawings. 3.2. Maintain correct dimensions in all scale drawings.
4. Produce design solutions in response to client briefs.	4.1. Describe object, space, scale and accurate dimensions in selected orthographic views. 4.2. Identify and produce appropriate projections to fulfil <i>client</i> briefs. 4.3. Complete rendered illustrations using axonometric or isometric projections according to client specifications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and decision-making skills to establish purpose of drawings and select appropriate tools and types of drawings
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- numeracy skills to:
 - apply scales to drawings
 - maintain correct dimensions to scaled drawings
- planning and organising skills to complete tasks within set timeframes
- technical skills to:
 - follow safe work practices
 - use and maintain visual merchandising drafting tools and equipment

Required knowledge

- environmental and work health and safety (WHS) issues associated with equipment and materials used for drawing
- general knowledge of elements and principles of design and application to drafting of working drawings
- graphic symbols and their meanings
- standard industry drawing practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selects and applies drawing tools and materials to produce working drawings according to the proposed design and client brief
- produces drawings for a visual merchandising project, including orthographic, isometric and axonometric drawings.

Context of and specific Assessment must ensure access to:

resources for assessment	• a real or simulated retail visual merchandising work environment • relevant documentation, such as project specification and brief • drawing equipment and materials.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • review of working drawings • simulated client briefs • client feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Purpose and scope of the drawings</i> may include:	• exhibition designs • floor layouts • proposals in response to a brief • store design.
<i>Drafting equipment and materials</i> may include:	• electronic drafting equipment and materials, such as: • two-dimensional (2-D) computer aided design (CAD) software • 2-D CAD user manuals • information and communications technology (ICT) hardware • manual drafting tools and equipment, such as: • blades • drafting board • HB and harder pencils

- paper
- scale rule
- set squares
- T-square.

Client may include:

- external business
- retail manager within the organisation.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER511 Plan, organise and maintain display lighting

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER012A Maintain display lighting and brief lighting designers. Title change but no change to outcomes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to review, evaluate and report on the effectiveness of lighting designs and applications, and to facilitate regular maintenance and repair, according to work health and safety (WHS) requirements and store procedures. It also covers developing and communicating lighting application and technology requirements to relevant team members or designers to plan new and additional lighting.

Application of the Unit

This unit applies to frontline visual merchandisers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and finalise new lighting plans.	1.1. Review current display lighting to evaluate effectiveness and identify cost-effective improvements. 1.2. Identify cost-effective lighting requirements for new displays. 1.3. Develop and communicate <i>lighting plan</i> and budget. 1.4. Undertake interior and exterior <i>lighting plan review</i> with team or <i>designer</i> and suggest modifications. 1.5. Consider and approve final lighting plan in consultation with relevant personnel as required.
2. Organise adjustment and maintenance of existing lighting.	2.1. Review lighting and adjust or organise adjustment according to WHS and store procedures to ensure effective enhancement of displays. 2.2. Identify faulty lighting and facilitate regular <i>maintenance and repair</i> according to WHS requirements and store procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - communicate lighting application and technology requirements
 - consult and negotiate with internal and external groups and lighting designers
 - review lighting plans with team and designer through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- decision-making and problem-solving skills to plan and organise lighting solutions that enhance the store and its merchandise range
- numeracy skills to operate within a given budget

- technical skills to follow safe work practices

Required knowledge

- budgets for:
 - lighting hardware
 - lighting running costs
- business demographic and target market
- effects of light on colour
- lighting applications and systems, including suitability for different locations and effects
- manufacturers' technical specifications for lighting products
- WHS requirements with regard to adjusting and maintaining existing lighting
- sources of supply for lighting
- store design and desired ambience

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- evaluates and reports on effectiveness of lighting designs and applications
- produces documentary evidence of consultative and liaison processes with lighting designers and other relevant store staff
- observes relevant WHS provisions
- develops systems to monitor and maintain display lighting.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail visual merchandising work environment • lighting technology and equipment • lighting design case studies • relevant documentation, such as: • WHS requirements • workplace maintenance procedures manuals • manufacturer and supplier lighting replacement parts catalogues and technology manuals • information on: • products and services • suppliers • new technology • lighting design trends.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • project-based assessment • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Lighting plan</i> may include requirements for:	• general lighting effectiveness • improved store ambience • product enhancement • specific areas of the store, such as:

- entrances
 - exhibition displays
 - exterior store signage
 - store interiors
 - store signage
 - window display areas
 - specific lighting hardware and technologies.
 - impact on ambience and general lighting effectiveness
 - performance indicators, such as:
 - price
 - operating costs
 - quality
 - performance
 - supply reliability
 - stakeholder consultations.
- Lighting plan review** may include:
- Designer** may be:
- employee of lighting supply companies
 - external freelance consultant
 - organisational designer.
- Maintenance and repair** may include:
- facilitating service by a suitably licensed electrician
 - replacing minor parts, such as globes and tubes.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER512 Produce perspective drawings, plans and elevations

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER009A Produce perspective drawings, plans and elevations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with clients and use electronic or manual drafting techniques to develop and present a folio of perspective drawings, plans and elevations in response to a client brief.

Application of the Unit

This unit applies to frontline visual merchandisers and visual merchandiser supervisors and managers in retail or exhibition environments.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Ensure client requirements are met.	1.1. Interpret and confirm clients' visual merchandising design concepts. 1.2. Plan and manage drawing production to meet client timelines. 1.3. Present and explain drawings to clients and encourage feedback. 1.4. Modify drawings to incorporate changes negotiated with clients.
2. Produce one-point perspective visuals from a given plan and elevation.	2.1. Interpret plan and elevation and determine suitable scale. 2.2. Construct one-point grid of interior space delineating scale representations of floor, walls and ceiling using appropriate <i>drafting tools and equipment</i>. 2.3. Position objects correctly in given space according to the given plan. 2.4. Determine correct heights of objects within the space from provided elevations.
3. Produce two-point perspective visuals from a given plan and elevation.	3.1. Construct two-point grid of interior space, indicating scale representations of floor, walls and ceiling. 3.2. Produce visuals of walls and ceiling to specified proportions according to given plans and elevations. 3.3. Draw accurate scale heights of objects and architectural details according to specifications in elevations. 3.4. Position objects to match plans. 3.5. Render interiors in colour finish scheme appropriate to organisation and product.
4. Produce multi point perspective from given industry briefs.	4.1. Determine view of plan and elevation for <i>client</i> presentation to best represent requirements of the brief. 4.2. Draft perspective and rendered interior views, according to given plans and elevations. 4.3. Produce alternative design solutions to meet client needs. 4.4. Present progress solutions to client for feedback. 4.5. Draft design modifications and present portfolio of finished visuals for client sign-off.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - present verbally to client through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - apply scales to drawings
 - develop written reports
- technical skills to:
 - compile a portfolio
 - use drafting and drawing skills
 - use and maintain visual merchandising drafting tools and equipment
- technology skills to apply computer software as an aid in the production of finished visuals

Required knowledge

- elements and principles of design and trends in retail visual merchandising design
- organisation merchandising policy
- perspective in visual merchandising design applications
- relevant organisational and industry standards applicable to the production of drawings

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses relevant research on visual merchandising and architectural design trends
- negotiates and confirms client requirements for a range of visual merchandising design briefs
- selects and applies appropriate drafting and drawing tools
- compiles portfolios, including alternative solutions offered via written reports and finished visuals

- makes verbal presentations to support the presentation of concept visuals
- plans, coordinates and implements activities associated with the brief in order to meet client timelines
- evaluates client feedback and makes modifications as required
- produces documentary evidence of consultative and liaison processes with business partners.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- drafting equipment and facilities
- relevant documentation, such as:
 - real or simulated client briefs
 - texts and visual merchandising and architectural periodicals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- review of a portfolio of perspective drawings, plans and elevations developed in response to a brief
- client feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Drafting tools and equipment may include:

- electronic drafting equipment and materials, such as:
 - two-dimensional (2-D) computer aided design (CAD) software

- 2-D CAD user manuals
- Design CAD products
- Illustrator
- information and communications technology (ICT) hardware
- manual drafting tools and equipment, such as:
 - blades
 - coloured pencils
 - copy markers
 - dry pastels
 - fine-line pens
 - HB and harder pencils
 - scale rule
 - set squares
 - T-square.

Client may include:

- external business
- retail manager within the organisation.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER513 Develop concept visuals

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER011A Develop concept visuals.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with clients using two-dimensional (2-D) visual portfolios. Portfolios are prepared using a broad range of visual merchandising illustrative techniques in response to each project specification. The unit also covers preparing and making written and verbal supporting presentations and reports where relevant.

Application of the Unit

This unit applies to frontline visual merchandisers and visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research and produce a variety of rendered finishes.	1.1. Select suitable <i>render materials and media</i> to depict the image required by <i>client</i> . 1.2. Produce rendered simulations of plastic, reflections, timber, glass, fabric and stone where relevant to the <i>project specification</i> .
2. Produce design alternative concepts.	2.1. Use techniques to produce drawings that enhance a given product or retail image. 2.2. Produce illustrations depicting design alternatives for retail facade refurbishment. 2.3. Develop concept visuals for corporate trade shows and exhibitions to meet client brief. 2.4. Produce rendered visuals depicting a series of interior and exterior views of specified retail outlets.
3. Present concept visuals.	3.1. Present concept visuals in a 2-D visual portfolio. 3.2. Make written or verbal presentations in support of a visual portfolio where appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - negotiate design briefs with internal managers or external clients
 - present verbally to client through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to prepare written presentations
- technical skills to:

- analyse and interpret client specifications
- develop designs
- produce rendered illustrations

Required knowledge

- current retail shop fitting and facade design
- industry concept visual presentation standards
- rendering materials and media

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops a 2-D visual portfolio using a broad range of visual merchandising related illustrative techniques in response to each project specification
- uses written and verbal supporting presentations and reports where relevant.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - project specifications
 - information on organisation's visual merchandising policy
- information on:
 - client requirements
 - store and corporate image
 - products and services.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- case studies
- review of a portfolio of concept visuals
- client reports
- answers to questions about specific skills and knowledge

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Render materials and media*** may include:
- charcoal
 - marker pens
 - pastels and chalks
 - watercolour.
- Client*** may include:
- external business customer
 - manager within the organisation.
- Project specification*** may include:
- client feedback
 - design brief
 - written instructions and communication, such as:
 - data exchange
 - letters
 - emails.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER514 Design and produce store plans and floor layouts

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER013A Design and produce store plans and floor layouts.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store design and fit-out to design, and present proposed floor plans and fit-outs for retail store settings.

Application of the Unit

This unit applies to frontline visual merchandisers or visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Produce free floor layouts.	1.1. Analyse and confirm planning brief according to <i>client</i> requirements. 1.2. Design floor layouts to scale, indicating all components and how they interact with customers to create a total store image. 1.3. Present <i>plans</i>, including analysis and rationale for <i>layout</i>, using both verbal and written reports. 1.4. Ensure plans comply with <i>relevant legislation and regulations</i>.
2. Design fit outs for new and existing retail spaces.	2.1. Measure on site and existing retail space. 2.2. Confirm business target market, customer demographic, style and desired ambience with client. 2.3. Present rendered visuals of proposed store facades. 2.4. Present <i>fit-out plans</i> and budget. 2.5. Design grid and free-flow plans to scale, and modify and adapt them to suit client briefs. 2.6. Take account of relevant <i>standards, performance benchmarks and specifications</i>.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and decision-making skills to analyse plans and decide on layout
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - present plans and negotiate with client through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- technical skills to:

- produce grid and free-flow plans
- produce plans, drawings and specifications
- produce presentation visuals
- use effective writing and keyboarding skills
- follow safe work practices

Required knowledge

- interior and exterior structural design features
- design principles relative to:
 - creating store ambience
 - dealing with internal and external groups and teams, according to store planning
- methodologies for planning for a safe store environment and relevant work health and safety (WHS) requirements
- relevant codes of practice and legal and legislative provisions relating to the design of store plans and floor layouts
- procedures for sourcing suppliers of store planning materials and equipment
- store components, fixtures and fittings
- relationship between store merchandise range, target markets and store planning

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- provides analysis of the position of an existing store in relation to neighbourhood, visibility, accessibility, landscaping, and customer profile
- produces draft retail store plans, including elevations and companion axonometrics, and indicating architectural features, facade, entrance, windows, signage and landscaping
- develops presentation visuals of store facades
- free-flow and grid layouts showing such things as departments, fixtures, fittings, lighting, and flooring as appropriate
- presents analytical report that includes detailed specifications, fittings and fixtures and promotional locations, with clear justifications.

Context of and specific resources for

Assessment must ensure access to:

- a real or simulated retail visual merchandising work

assessment

environment

- relevant documentation, such as:
 - legislation and statutory requirements
 - WHS requirements
 - relevant standards, performance benchmarks and specifications
 - information on store fixtures and fittings
- information on:
 - suppliers of relevant store planning materials and equipment
 - products and services to be merchandised.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- real or case study store design project briefs
- third-party reports from a supervisor
- a portfolio of store planning documents
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Client may be:

- external to the organisation
- internal staff.

Plans may include:

- plans developed using an appropriate computer software design package
- plans drawn by hand.

Layout may include:

- accompanying information, including:
 - rationale for store layout
 - safe and effective traffic flow
 - customer needs
 - image
 - ambience and style
- departments
- fixtures and fittings
- flooring
- lighting.

Relevant legislation and regulations may include:

- building codes
- emergency procedures
- industry codes of practice
- licence, patent or copyright arrangements
- WHS.

Fit-out plans may include:

- analysis and rationale for:
 - layout
 - traffic flow
 - customer needs
- architectural features
- elevations
- entrance
- facade
- fixtures and fittings
- landscaping
- signage
- windows.

Standards, performance benchmarks and specifications may include:

- Australian standards
- design brief
- industry standards
- international standards
- manufacturer and supplier standards
- performance indicators
- planning milestones and timeframes
- professional standards
- quality measures and criteria.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER515 Manage visual merchandising projects

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER014A Manage visual merchandising projects.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage visual merchandising projects in the contexts of planned store events or retail exhibitions. It involves project planning to develop visual merchandising project plans and manage projects that include the application of control procedures, and resource and risk management; and the application of team leadership and management strategies. It also covers the successful completion of projects according to client requirements and project plans.

Application of the Unit

This unit applies to frontline visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish the scope and nature of the project.	1.1. Develop project scope, objectives and budget in consultation with client . 1.2. Develop a resource strategy for the project according to given budget and timelines. 1.3. Communicate project scope and objectives to project team . 1.4. Negotiate and clearly communicate project responsibilities to stakeholders. 1.5. Plan internal and external communication strategies in conjunction with appropriate colleagues. 1.6. Agree evaluation methods suitable to the project within the team. 1.7. Develop overall project management plan , including key project milestones, and communicate to team members. 1.8. Identify work requirements according to the project brief and project management plan.
2. Organise equipment, supplies and materials.	2.1. Estimate equipment and material requirements and make available according to project design objectives and budget. 2.2. Contact external suppliers as required and arrange supply of relevant materials or services.
3. Implement and monitor the project.	3.1. Implement project management strategies and monitor in conjunction with project team. 3.2. Implement and monitor financial control systems according to project budget. 3.3. Provide support and assistance to team members as appropriate. 3.4. Use sound interpersonal and communication styles to build trust and respect within the project team. 3.5. Assess and review progress against project objectives and milestones in consultation with project team members. 3.6. Assess additional resource requirements and take appropriate action within project budget constraints. 3.7. Provide regular reports on project progress to appropriate colleagues and clients.
4. Evaluate the	4.1. Use agreed evaluation methods to assess project at specified

project.

stages.

- 4.2.Ensure evaluation takes account of agreed project objectives and priorities and involves appropriate stakeholders.
- 4.3.Modify management plan during the project and record modification details to inform future project management.
- 4.4.Share information from project evaluation with appropriate colleagues and incorporate into future project planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - contact suppliers and administer, monitor and evaluate the project through clear and direct communication
 - establish the scope and nature of the project
 - facilitate safe and efficient work practices
 - give instructions
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - read and interpret client briefs, plans, designs and specifications
 - make numerical calculations, including time, measurements and quantities
- planning and organising skills to coordinate visual merchandising projects
- technology skills to apply relevant computer software applications

Required knowledge

- key features of human resources management
- procedures for:
 - client management
 - resource allocation
- project evaluation methodologies
- project management processes, the project life cycle and the relationship between project stages
- safe work practices that apply to visual merchandising projects
- suppliers of visual merchandising equipment and materials
- types and extents of visual merchandising projects, including internal and external

issues to be considered

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops visual merchandising management plans
- applies control procedures, resource management and risk management
- applies team leadership and management strategies
- applies project evaluation strategies
- completes visual merchandising projects according to client requirements and project plans.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - project briefs
 - project management plans
- information on:
 - products and services
 - suppliers
 - new technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a real or simulated project case study
- a portfolio, including a project management plan, project evaluation, and photographs of a completed visual merchandising project managed by the candidate
- third-party reports from a supervisor
- client feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Projects*** may include:
- exhibitions
 - general events
 - major retail promotions
 - window displays.
- Clients*** may be:
- external to the organisation
 - internal staff.
- Resource strategy*** may include:
- budget
 - human resources
 - materials and equipment
 - sponsorship
 - technology.
- Project team*** may include:
- management
 - other professional or technical staff
 - staff members
 - teams.
- Project management plan*** may include:
- attachments, such as design plans and elevations, and concept visuals
 - budget
 - consultation strategies
 - internal and external communication processes and channels
 - key milestones relating to stages, outcomes or reporting requirements
 - objectives and outcomes
 - personnel
 - quality assurance
 - reporting requirements
 - risk management and contingency plans
 - sponsors
 - stages
 - timeframes.
- Evaluation methods***
- client evaluation
 - customer feedback

may include:

- project team consultation.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER516 Style merchandise for photography

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER016A Style merchandise for photography.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of current design trends and principles of design work to source, prepare and arrange props and merchandise for photography, according to promotional briefs.

Application of the Unit

This unit applies to frontline visual merchandising team members.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Work effectively as a stylist.	1.1.Perform work with an emphasis on research, planning and forecasting. 1.2.Complete resourcing for photo shoot within prescribed deadlines and to specified budgets. 1.3.Develop and maintain a <i>stylist kit</i> .
2. Collaborate with key creative and production personnel.	2.1.Interpret <i>promotional job brief</i> . 2.2.Communicate effectively with <i>creative and production team members</i> and accept responsibility for own output.
3. Carry out steps in stylist planning.	3.1.Document action plan and critical milestones and complete tasks according to timelines. 3.2.Identify and access a suitable <i>worksite environment</i> .
4. Manage props and merchandise for photographic assignments.	4.1.Source <i>props</i> and <i>merchandise</i> and acquire within set timeframes as required for specific assignments. 4.2.Hire props according to industry procedures where required. 4.3.Develop and maintain a current and ongoing resource file of services and supplies for current and future assignments.
5. Place merchandise and props for photographs.	5.1.Demonstrate the application of design principles to two-dimensional (2-D) and three-dimensional (3-D) work in styled arrangements. 5.2.Select colour and apply technical lighting and camera arrangements to achieve outcomes in promotional brief.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - collaborate effectively with team members through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
 - work in a team

- creative thinking skills to apply design principles to the interpretation of client's brief
- literacy skills to document action plan and maintain an ongoing resource file
- time-management skills to source and obtain props and materials to meet deadlines

Required knowledge

- application and effects of light on colour in photography
- contemporary design issues and trends relating to styling merchandise
- copyright and intellectual property issues and legislation and their impact on design practice
- photographic techniques and terminology
- psychological and marketable characteristics of colour in visual merchandising
- elements and principles of design

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and develops:
 - an up-to-date resource file of services and supplies
 - styled photographs
 - project brief and subsequent stylist action plan.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as real or simulated promotional briefs, including studio and on-location shots
- a photographic studio environment and equipment
- relevant computer hardware and software
- props and merchandise.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated photographic styling project, including a promotional brief requiring in-studio and on-location shots
- a folio of personally developed styling designs
- client feedback

- answers to questions about specific skills and knowledge on photographic styling
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Stylist kit may include:

- adhesive gum
- cotton buds and balls
- eucalyptus oil
- general cleaner
- glass cleaner
- hammer
- masking, double-sided and gaffer tape
- nylon thread
- pegs and bulldog clips
- pins
- pliers
- retractable knife
- safety pins and paperclips
- scissors
- soft brush and dusting
- spray bottle
- tweezers
- wet wipes
- white cotton gloves.

Promotional job brief may include:

- verbal, written or diagrammatic instructions from:
 - external business customers
 - managers within the enterprise.

Creative and production team members may

- art director
- management
- other professional or technical staff

include:

- photographer
- teams.

Worksite environment

may include:

- relevant computer hardware and software
- shoot locations
- studio environment and equipment.

Props may include:

- display fixtures and fittings
- fabric
- furniture
- outside locations
- paper and card
- studio scenery.

Merchandise may include:

- books
- confectionery
- cosmetics
- fashion
- fashion accessories
- food and drinks
- homewares.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER517 Develop and apply strategies for merchandising and corporate presentation

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER018A Develop and apply strategies for merchandising and corporate presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply effective merchandising strategies for targeted consumer groups and enterprises. It involves knowledge of corporate imaging, consumer demographics, current merchandising and sales reports, target markets, industry design standards and contemporary retail design issues, and the development of visual concepts for corporate merchandise presentation plans and visual displays.

Application of the Unit

This unit applies to frontline visual merchandisers and visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Produce a range of visual presentations.	1.1. Produce and install visual presentations to meet project briefs in a wide range of locations. 1.2. Maintain a digital photographic folio of presentations for evaluation and planning purposes.
2. Produce and install merchandise for a major promotion.	2.1. Design a series of promotional elements, according to industry standard and to match a project brief. 2.2. Develop a rendered concept visual of the installation. 2.3. Confirm promotional elements and installation concept visual with the client. 2.4. Outline projected implementation process in an action plan. 2.5. Manufacture materials to match the designed elements. 2.6. Install and dismantle the promotion to industry standard and client satisfaction.
3. Produce merchandising and promotional plans.	3.1. Determine profit margin by reading, analysing and summarising merchandise inventories and sales reports. 3.2. Analyse information to identify basic lines, slow sellers and fast sellers. 3.3. Produce merchandising plans using sales information that will strategically target consumer buying habits. 3.4. Develop industry standard proposals for seasonal promotion campaigns. 3.5. Develop illustrated visual seasonal promotion merchandising plans to complement advertising promotional campaigns.
4. Produce merchandising promotional planning manuals.	4.1. Negotiate and identify promotional briefs with industry clients. 4.2. Collate comprehensive corporate product and outlet data for specific promotional displays or exhibitions. 4.3. Present clear, concise analyses of stock, expectations, specific stories for visual presentation and target turnover and profit margins. 4.4. Determine specific cost, manufacturing and dispatch details. 4.5. Incorporate analysed data into corporate manuals that comply

with particular retail organisation standards and image.
4.6.Recommend suitable future directions and procedures for corporate manuals.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - negotiate briefs with clients
 - present ideas to clients
- creative thinking skills to apply design principles to the preparation of visual presentations
- planning and organising skills to develop comprehensive corporate manuals and action plans
- technology skills to:
 - maintain digital photographic folio
 - prepare visual presentations
 - produce manuals

Required knowledge

- contemporary retail design issues
- copyright and intellectual property issues and legislation, and their impact on design practice
- corporate image and merchandising policy of the organisation
- current merchandise inventories and sales reports
- data used in the existing promotional plan
- demographics of the target market identified in client briefs and the implications for merchandising choices
- psychological and marketable characteristics of colour in visual merchandising
- relevant promotional data in relation to goals and specific target market

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- produces visual installations for a wide range of themes and locations
- negotiates with a client; and plans, installs and removes a major promotion
- collaborates with clients to develop merchandising plans to industry requirements and to address the specific needs of the retail outlet
- collaboratively develops effective merchandising promotional planning manuals.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - work health and safety (WHS) requirements
 - industry codes of practice
 - information and performance data on existing sales and merchandise
 - information on existing corporate merchandising and promotional plans
- information on:
 - client requirements (project brief)
 - store image
 - products and services
 - retail design trends
 - materials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- simulated merchandising and corporate planning projects
- a folio of personally developed designs
- client feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Visual presentations may include:

- bulk merchandising
- carnival theme
- different product ranges:
 - fashion
 - music
 - pharmacy
 - sports
- harmony and contrast of colour
- sales promotions
- specified space
- specific target demographic.

Promotional elements may include:

- display point props
- interior and exterior design elements
- invitations and brochures
- merchandising manual
- news and magazine advertisements
- point-of-sale units
- posters and banners.

Industry standard may include:

- corporate image
- merchandising policy
- store plan and design.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER518 Present design concepts

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER019A Present design concepts.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of design elements and principles and retail design trends and issues; to interpret client briefs; and develop and present rendered concept visuals that address given visual merchandising themes.

Application of the Unit

This unit applies to visual merchandisers and visual merchandiser supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop drawings for a given theme.	1.1. Present alternative drawings for a given <i>visual merchandising theme to client</i> . 1.2. Collaborate with <i>team members</i> to explore ideas. 1.3. Reflect <i>relevant design elements and principles</i> in finished drawings to demonstrate creative ideas and problem-solving strategies.
2. Produce colour concept drawings.	2.1. Generate colour concept drawings for a wide range of retail applications. 2.2. Apply a suitable drawing system to produce accurate perspective, isometric and axonometric drawings. 2.3. Use cultural and historical associations for a target market and theme. 2.4. Use colour contrast and colour coordination to suit client promotional needs. 2.5. Select suitable fixtures, fittings and finishes to suit client needs and budget. 2.6. Apply <i>three-dimensional (3-D) effects</i> to enhance presentation. 2.7. Select and apply <i>rendering medium</i> appropriate to promotional theme and product image. 2.8. Select and apply lettering, logos, symbols and images to suit corporate image and target market. 2.9. Present finished artwork professionally mounted with overlay and detailed explanations.
3. Give verbal presentations of design solutions.	3.1. Present ideas and visuals in a clear and logical manner, with a range of solutions that meet client requirements. 3.2. Offer clear explanations to client questions. 3.3. Recommend preferred solutions to clients with a clear rationale for the final idea and its suitability.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - collaborate with team members to explore ideas through clear and direct communication
 - present drawings to client
 - present design solutions verbally
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- creative thinking skills to apply design principles to visual merchandising themes
- technical skills to:
 - demonstrate design application
 - demonstrate illustrative skills
- technology skills to produce manual and computer assisted rendered drawing skills
- problem-solving skills to produce finished drawings that reflect design elements and principles

Required knowledge

- elements and principles of design
- contemporary design trends and issues
- copyright and intellectual property issues and legislation, and their impact on design practice
- drawing standards and techniques
- psychological and marketable characteristics of colour in visual merchandising

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- works individually and in a team to produce colour concept drawings for a wide range of promotional themes and retail solutions
- demonstrates verbal presentation skills when presenting design and colour concepts to clients

	• answers clients' questions on retail image design.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail visual merchandising, including: • studio equipment • computer-based design and illustration programs • information on: • client requirements • store image • products and services • retail design trends • materials.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a simulated retail visual merchandising design project • third-party reports from a supervisor • a folio of personally developed designs • client feedback • answers to questions about specific skills and knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Visual merchandising theme</i> may include:	• seasonal events, such as: • Father's day • Mother's day • religious festivals • sales • sports events • Valentine's day

- cultural themes
 - enterprise-specific promotions, such as:
 - birthday sale
 - homewares sale
 - perfume promotion
 - specific product promotional events, such as exhibitions.
- Clients** may include:
- external business customers
 - managers within the enterprise.
- Team members** may include:
- professional staff
 - technical staff.
- Relevant design elements and principles** may include:
- contrast
 - direction
 - harmony
 - pattern
 - positive and negative shape
 - proportion
 - rhythm
 - shape
 - size
 - tone.
- Three-dimensional effects** may include:
- highlight
 - reflection
 - shadow.
- Rendering medium** may include:
- digital output
 - drawing
 - painting
 - photographs.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRMER519 Design and produce merchandising and in-store presentations

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER017A Design and produce merchandising and in-store presentations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of fixture and display systems and store design to analyse retail outlets or specific store area merchandising requirements and develop plans for merchandising and in-store presentations in response to client briefs.

Application of the Unit

This unit applies to frontline visual merchandising team members and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research fixture systems.	1.1.Determine styles, prices and correct usage and assembly of a wide range of merchandisers through research and supplier visits. 1.2.Demonstrate correct merchandising on fixtures to client satisfaction. 1.3.Demonstrate correctly balanced merchandise placement on wall fixture systems to industry standard.
2. Conduct merchandising analysis.	2.1.Identify and negotiate parameters of the brief with a retail industry client. 2.2.Negotiate specific client needs to be included in analysis.
3. Develop merchandising plans.	3.1.Produce wall and floor fixture and merchandising plans to industry standard and address the specific needs of the retail outlet. 3.2.Detail the key physical elements of the outlet that affect merchandising performance. 3.3.Develop scale-rendered versions of exterior elevation, interior perspective, fixture placement (plan), and stock placement (elevation) as required and to industry standard. 3.4.Produce an illustrated report on the process of remerchandising the store's products. 3.5.Predict sales figures before and after remerchandising.
4. Research, obtain and maintain mannequins.	4.1.Determine styles, purchase prices, price to hire and methods of presentation of store mannequins through research and visits to industry suppliers. 4.2.Develop and maintain a working file of mannequin looks, styles and poses, specific manufacturers and suppliers. 4.3.Obtain mannequins for specific merchandising projects according to store policy. 4.4.Demonstrate correct assembly techniques for a variety of store mannequins according to industry standard practice. 4.5.Implement industry standard procedures to ensure cleanliness and safe storage for mannequins.

- 4.6.Care for and store mannequin wigs, according to industry standard practice.
5. Develop fashion presentations.
- 5.1.Arrange and group male and female fashion presentations according to ***designated design principles***.
- 5.2.Produce industry applicable marker concept layouts for a range of visual presentations.
- 5.3.Select wigs, and assemble and dress mannequins, according to industry standards and client image requirements.
- 5.4.Install and arrange mannequins in situ according to planned themes.
- 5.5.Produce and install suitable props as required to suit the storyline of the display.
- 5.6.Implement industry standard presentation, site housekeeping procedures and relevant work health and safety (WHS) principles.
6. Develop fabric presentations.
- 6.1.Develop budget, mid range and up-market concept sketches for the visual presentation of fabrics using mannequins.
- 6.2.Develop fabric presentations involving suitable industry standard stylistic arrangements targeting the specific market sector.
- 6.3.Create and install suitable signage, depicting price and typographic design in harmony with the product presented.
- 6.4.Create and apply strategic ***compositional design themes*** to fabric displays.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse merchandising requirements
- creative thinking skills to apply design principles
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - identify and negotiate parameters of a brief
 - negotiate specific client needs through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to write reports
- technical skills to demonstrate:

- fabric draping and folding skills
- illustration and signage production skills
- safe use of equipment materials and resources

Required knowledge

- commercially available fixtures, fittings and store display equipment, including:
 - hire prices
 - methods of presentation of store mannequins
 - purchase prices
 - styles
- contemporary store design trends and issues
- copyright and intellectual property issues and legislation, and their impact on design practice
- elements and principles of design
- psychological and marketable characteristics of colour in visual merchandising
- range of fixtures and merchandisers used in visual merchandising

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- undertakes research leading to the identification and application of merchandising fixtures and fittings
- develops a merchandising analysis in response to client requirements
- develops wall and floor fixture and merchandising plans that meet industry standards and address the specific needs of the retail outlet
- a current file of styles, purchase prices, hire prices and methods of presentation of store mannequins determined through research and visits to industry suppliers
- an illustrated report on the process of remerchandising a store's product
- a range of fashion presentations using selected male and female mannequins
- strategic visual presentations for fabric displays.

Context of and specific resources for

Assessment must ensure access to:

- a real or simulated retail visual merchandising work

assessment

environment

- relevant documentation, such as:
 - WHS requirements
 - industry codes of practice
 - information and performance data on:
 - existing merchandising concepts
 - retail floor and wall fixture systems
- information on:
 - client requirements
 - current merchandise range and concepts
 - store image
 - retail design trends
 - materials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated retail merchandising in-store design project
- third-party reports from a supervisor
- a folio of personally developed designs
- an illustrated report on the process of remerchandising a store's product
- client feedback
- answers to questions on standard procedures for the care, maintenance and storage of mannequins.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandisers may include:

- bench styles
- fixed
- freestanding.

- Client** may include:
- external retail industry clients
 - internal managers.
- Merchandise** may include:
- books
 - confectionery
 - cosmetics
 - fabrics
 - fashion
 - fashion accessories
 - food and drinks
 - homewares.
- Specific client needs** may include:
- gathering data on existing product holdings
 - identifying the perceived customer target market
 - listing current stock categories
 - producing a stock analysis related to the brief
 - producing an analytical written report as part of the full merchandising plan.
- Wall and floor fixture and merchandising plans** may include:
- entrance
 - exterior architecture
 - fixed and freestanding counters
 - fixed and freestanding merchandisers
 - lighting
 - models
 - price points
 - promotional areas
 - racks
 - signage
 - storage
 - traffic patterns
 - windows.
- Store mannequins** may include:
- adults
 - children
 - female
 - infants
 - male.
- Designated design principles** may include:
- asymmetrical grouping
 - dynamic grouping
 - formally balanced grouping
 - harmonious grouping
 - minimalist grouping
 - rhythmic grouping.
- Compositional design**
- drama

- themes** may include:
- formality
 - fun
 - glamour
 - harmony
 - leisure.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRPOS001A Process postal outlet transactions

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process business transactions specific to a postal outlet

Application of the Unit

This unit applies to frontline service personnel. It requires the team member to consistently apply postal outlet policy and procedures, identifying and clarifying customer requirements, then processing and finalising transactions to meet customer postal needs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer requirements.	1.1. Identify customer needs and apply relevant postal outlet business transactions. 1.2. Check specific customer requirements to ensure they conform to postal enterprise service policy and procedures with regard to specific services. 1.3. Identify any constraints on postal outlet's ability to process customer's request according to postal enterprise policy and procedures. 1.4. Inform customer of details of available postal enterprise services in regard to their specific requirements.
2. Process transaction.	2.1. Inform customer of fees associated with the transaction according to postal enterprise procedures. 2.2. Check required documentation to ensure it is fully completed according to postal enterprise procedures. 2.3. Process mail lodgement transactions according to mail acceptance procedures. 2.4. Verify authorisation or identification as required for change of address and private box applications, according to postal enterprise policy and procedures. 2.5. Record transaction details according to postal enterprise procedures. 2.6. Process transaction according to relevant legislative requirements and regulations and postal enterprise policy and procedures. 2.7. Collect fees applicable according to postal enterprise procedures.
3. Finalise transaction.	3.1. Check accuracy of transaction details according to postal enterprise procedures. 3.2. Check accuracy of documentation to accompany articles lodged for further processing. 3.3. Check accuracy of documentation to be provided to customer before finalising the transaction. 3.4. Complete processing in adherence to postal enterprise cash management policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - greet and farewell customers
 - identify customer requirements
 - inform customers of services and fees through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - interpret written procedures for processing postal outlet transactions in person or in electronic format
 - transaction and delivery documentation
- numeracy skills to:
 - handle tender
 - weigh and measure postal goods

Required knowledge

- postal enterprise policy, systems and procedures, in regard to processing specific postal outlet business transactions
- relevant aspects of legislation and statutory requirements in regard to transaction processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- processes transactions accurately
- accesses legal and regulatory requirements for business transactions
- locates, interprets and applies relevant information, which may include WHS and environmental requirements and postal enterprise operating procedures and policy

- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service or sales procedure
- uses effective questioning, active listening and observation skills to identify special customers requirements
- conveys information effectively in verbal, written and electronic form
- maintains workplace records and documentation.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as postal enterprise policy and procedure manuals
- customer articles and documents
- point of sale equipment and materials.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests

- Postal outlet business transactions*** may include:
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
 - discount mail lodgements
 - bulk postage lodgements
 - money order transactions
 - change of address applications
 - post office box applications, enquiries, requests and cancellations
 - KeyPOST applications
 - franking machine and postage meter business.
- Mail acceptance procedures*** may include:
- checking address and delivery instructions on mail items
 - weighing or cubing as required
 - assigning appropriate charges
 - revenue protection guidelines and local arrangements, as applicable
 - being vigilant for mail items that may contain dangerous or illegal goods.
- Transaction*** details may include:
- electronic data entry
 - written data entry
 - checking customer details or lodgements
 - reversing transaction errors.
- Documentation to be provided to customer*** may include:
- transaction receipt
 - copy of transaction documentation
 - franking machine and postage meter licence details.

Unit Sector(s)

Retail

Competency field

Retail Post

SIRRPOS002A Handle mail received in a retail environment

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for receiving mail in a retail postal environment.

Application of the Unit

This unit applies to frontline service personnel. It requires the team member to consistently apply postal outlet policy and procedures, identifying customer requirements, suggesting optional mail services, and safely and securely handling processing and recording mail items received according to established guidelines to meet customer needs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Accept mail in a retail environment.	1.1. Follow and apply <i>established laws, by laws and procedural guidelines</i> while receiving <i>mail</i>. 1.2. Keep mail secure to minimise <i>risks to mail security</i>. 1.3. Receive items requiring special treatment as specified and complete relevant documentation accurately and promptly. 1.4. Explore <i>customer</i> requirements in relation to offering <i>optional mail services</i>. 1.5. Conduct contact with customers courteously and in a manner that encourages customer loyalty.
2. Process mail received in a retail environment.	2.1. Process received mail according to postal enterprise <i>mail acceptance and processing procedures</i>. 2.2. Check customer lodgement details and provide assistance as required to ensure accuracy. 2.3. Check mail items in relation to article number, volume, weight, mode of transport and destination according to postal enterprise policy and procedures. 2.4. Apply charges and process transaction according to postal enterprise policy and procedures for receiving cash or debiting customer account.
3. Record mail lodgement and receipt details.	3.1. Record details of mail lodgement and receipt according to postal enterprise policy and procedures and customer requirements. 3.2. Finalise <i>mail lodgement and receipt details</i>, check for accuracy, and forward promptly to the appropriate person or destination. 3.3. Provide customer with receipt according to postal enterprise policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy skills to:
 - interpret and apply postal enterprise work procedures
 - interpret and apply appropriate operational procedures and customer service standards for the receipt of mail in a retail postal environment
 - identify and use equipment, processes, systems and procedures
 - interpret and apply relevant agreements, codes of practice and other legislative requirements
- planning and initiative skills to manage own work, including predicting consequences and identifying improvements
- interpersonal skills to:
 - explore customer requirements in relation to offering optional mail service
 - check customer details and provide assistance to ensure accuracy through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- postal enterprise policy and procedures in regard to:
 - mail acceptance procedures
 - mail processing in a retail environment
- relevant available product and service options
- relevant legislation and statutory requirements
- relevant Work Health and Safety (WHS) and environmental requirements
- impact of job on facility and team performance
- focus of work systems, equipment, management and operating systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- locates, interprets and applies relevant information, which may include WHS and environmental requirements and postal enterprise operating procedures and policy
- works effectively with others in the workplace

- uses postal enterprise electronic systems for receipt of mail
- uses appropriate methods to secure and present mail
- defuses situations in which customers are aggressive
- conveys information effectively in verbal and written form
- maintains workplace records and documentation
- provides effective and professional customer service
- selects and uses appropriate workplace colloquial and technical language.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - mail items and associated documentation, including customer specifications
 - charging guidelines.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Established laws, by-laws and procedural guidelines may include:

- postal enterprise policy, operating procedures, systems and practices
- postal regulations
- customer service standards and procedures

- quality assurance procedures
 - codes of practice, including National Standards for Manual Handling and Industry Safety Code
 - enterprise codes of practice relating to regulations for handling dangerous and illegal goods
 - equal employment opportunity (EEO), affirmative action and anti-discrimination legislation
 - GST legislation.
- Mail*** may include:
- internal mail
 - external mail
 - letters
 - boxes
 - parcels
 - bulk mail.
- Risks to mail security*** may include:
- damage
 - theft
 - mis-sort
 - mis-deliver
 - loss
 - fraudulent activity.
- Customers*** may include:
- new or repeat contacts
 - external and internal contacts
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Optional mail services*** may include:
- speed
 - signature
 - insurance
 - collection services.
- Mail acceptance and processing procedures*** may include:
- checking address and delivery instructions on mail items
 - weighing or cubing as required
 - assigning appropriate charges
 - revenue protection guidelines and local arrangements, as applicable
 - being vigilant for mail items that may contain dangerous or illegal goods
 - categorising
 - sequencing
 - isolating
 - the application of technology, such as track and trace scanning when processing.

Lodgement and receipt details may be:

- in document form
- in electronic form.

Unit Sector(s)

Retail

Competency field

Retail Post

SIRRPOS003A Deliver mail in a retail environment

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and deliver mail in a retail postal environment.

Application of the Unit

This unit applies to retail post frontline service personnel. It requires the team member to consistently apply postal outlet policy and procedures, and safely and securely handle mail items, delivering them to customers and accurately completing required records and documentation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access mail for delivery in a retail environment.	1.1. Obtain customer authorisation to collect mail in relation to items requested according to postal enterprise procedures. 1.2. Locate mail and associated items for delivery and check identification according to mail delivery procedures. 1.3. Handle mail securely and in a manner that minimises risk of loss or damage .
2. Handle mail items.	2.1. Follow and apply established laws, by laws and procedural guidelines while delivering mail in a retail environment. 2.2. Deliver mail in good condition to authorised customers according to postal enterprise policy, procedures and service standards. 2.3. Keep mail secure to minimise risks. 2.4. Handle damaged mail according to postal enterprise policy and procedures. 2.5. Deliver items requiring special services and treatment as specified and finalise relevant documentation. 2.6. Apply and collect charges as required according to postal enterprise policy and procedures. 2.7. Obtain customer signature, if required according to postal enterprise policy and procedures. 2.8. Conduct contact with customers courteously and in a manner that encourages customer loyalty.
3. Record mail delivery.	3.1. Complete associated documentation according to postal enterprise policy and procedures. 3.2. Process undeliverable mail according to postal enterprise policy and procedures. 3.3. Report mail delivery incidents involving risks or hazards for staff or customers accurately and promptly to the relevant authority.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy skills to:
- interpret and apply of postal enterprise work procedures
- interpret and apply appropriate operational procedures and customer service standards for the delivery of mail in a retail post environment
- identify and use of equipment, processes and procedures
- interpret and apply relevant agreements, codes of practice and other legislative requirements
- planning and initiative skills to:
 - manage own work, including predicting consequences and identifying improvements
 - deliver transaction relevant accurate and timely record keeping
- interpersonal communication skills to:
 - conduct contact with customers
 - report mail delivery incidents through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- postal enterprise policy and procedures in regard to:
 - delivery of mail in a retail post environment
 - relevant legislation and statutory requirements
 - relevant Work Health and Safety (WHS) and environmental requirements
- impact of job on facility and team performance
- focus of work systems, equipment, management and operating systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- locates, interprets and applies relevant information, which may include WHS and environmental requirements and postal enterprise operating procedures, systems and policy
- works effectively with others in the workplace
- uses postal enterprise electronic systems for delivery of mail

	• delivers mail using appropriate methods to secure mail and check customer authorisation • conveys information in verbal and written form • maintains hard copy and online workplace records and documentation as appropriate • provides effective and professional customer service.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as postal enterprise policy and procedure manuals • customer articles and documents.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Customers</i> may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
<i>Risks of loss or damage</i> may include:	• theft • mis-sort • mis-deliver • loss

Established laws, by-laws and procedural guidelines may include:

- fraudulent activity
- inappropriate handling causing damage of fragile goods.
- postal enterprise policy, operating procedures, systems and practices
- postal regulations
- mail delivery procedures, including:
 - locating mail items as per customer information
 - checking customer authorisation
 - specific procedures for delivering signature mail
 - being vigilant for mail items that may contain dangerous or illegal goods
 - the application of technology, such as track and trace scanning when processing mail for delivery
- procedures for dealing with hazards associated with mail delivery in a retail environment
- customer service standards and procedures
- quality assurance procedures
- codes of practice, including National Standards for Manual Handling and Industry Safety Code.
- enterprise codes of practice relating to regulations for handling dangerous and illegal goods
- equal opportunity, equal employment opportunity (EEO), affirmative action and anti-discrimination legislation
- GST legislation.

Associated documentation may be:

- in document form
- in electronic form.

Unit Sector(s)

Retail

Competency field

Retail Post

SIRRPOS004A Handle customer interviews and applications

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct interviews with customers for services associated with third-party agencies.

Application of the Unit

This unit applies to retail post personnel at the supervisory level who consistently apply the correct government and corporate policies and procedures for interviewing and processing applications for third-party agencies. It also requires the staff member to act in a professional and customer focused manner at all times while ensuring the confidentiality of the customer is maintained and the integrity of the application process assured.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for the interview.	1.1.Organise <i>relevant documentation and information sources</i> in preparation for <i>specific interview</i> . 1.2.Advise customer of <i>documentation</i> and payment requirements, <i>interview procedure</i> and attendance requirements. 1.3.Take follow up action as necessary.
2. Conduct customer interview.	2.1.Explain interview purpose, process and identification requirements. 2.2.Check customer's documentation, including <i>personal details</i> to ensure it is according to postal enterprise guidelines and regulatory requirements of authorising agency. 2.3.Ensure interview conditions and facilities are according to postal enterprise and authorising agency requirements. 2.4.Record comments according to requirements of postal enterprise and authorising agency. 2.5.Sight customer's original documentation and question customer effectively to ensure information provided is authentic and appropriate according to postal enterprise and authorising agency requirements. 2.6.Confirm applicant identification, checking quality, consistency and identification details of all relevant documents and photographs according to requirements of postal enterprise and authorising agency. 2.7.Confirm and cross check documented details to ensure consistency and validity. 2.8.Request, sight and include <i>additional evidence</i> as required to address regulatory requirements. 2.9.Access all relevant information sources to confirm application is according to customer and regulatory body requirements.
3. Finalise application.	3.1.Remind customer of their responsibility to provide accurate information and inform them of arrangements to finalise the application. 3.2.Accept and record payment according to requirements of postal enterprise and authorising agency.

- 3.3. Amend or cancel previous documentation or arrangements as required according to requirements of postal enterprise and authorising agency.
- 3.4. Verify completed application according to postal enterprise policy and procedures.
- 3.5. Offer delivery options and organise according to postal enterprise and authorising agency policy and procedures.
- 3.6. Complete declaration and record transaction according to requirements of postal enterprise and authorising agency.
- 3.7. Provide customer with relevant information about further steps in the process according to requirements of postal enterprise and authorising agency.
- 3.8. Maintain confidentiality according to privacy requirements and postal enterprise policy and procedures.
- 3.9. Record application details and forward to the relevant authority according to requirements of postal enterprise and authorising agency.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - prepare for and conduct interview with customer
 - finalise application through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - assist customers to complete relevant application documentation
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills to read and interpret the requirements postal enterprise and third-party agency applications

Required knowledge

- postal enterprise and authorising agency policy and procedures in regard to:
 - establishing identification of applicant
 - establishing authenticity of applicant's documentation
 - completion of relevant documentation
- relevant legislation and statutory requirements in relation to conducting interviews with

customers for services associated with third-party agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses legal and regulatory requirements for applications
- communicates effectively with customers or applicants
- defuses situations in which customers or applicants are aggressive
- completes documentation accurately
- locates, interprets and applies relevant information, which may include Work Health and Safety (WHS) and environmental requirements, privacy legislation and postal enterprise operating procedures and policy
- works effectively with others in the workplace
- conveys information effectively in verbal and written form
- maintains workplace records and documentation
- provides effective and professional customer service
- selects and uses appropriate workplace colloquial and technical language.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - postal enterprise policy and procedure manuals
 - policy and procedure manuals for relevant authorising agencies
 - customer application documents
 - personal identification and related documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor

- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant documentation and information sources may include:

- application form
- applicant birth certificate
- applicant's previous passport
- third-party agency enquiry lines
- third-party agency and postal enterprise manuals.

Specific interviews may include:

- Australian passport and Document of Identity (Norfolk Island) applications
- Australian citizenship applications
- application to open a bank account
- licence applications.

Documentation requirements may include:

- documents as per agency agreements
- sufficient and valid identification.

Interview procedure may include:

- a requirement for an interpreter.

Personal details may include:

- full name (including change of name documentation or deed poll)
- sex
- date of birth
- place of birth
- details of spouse and children (including decree nisi if relevant)
- mother's family name at birth
- daytime contact details
- residential address.

Additional evidence may include:

- forms of identification, including recent photograph, such as current driver's licence
- birth certificate of parent
- citizenship and residence details
- intention to reside.

Unit Sector(s)

Retail

Competency field

Retail Post

SIRRRPK001A Advise on food products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop product knowledge and provide advice to customers with regard to fresh food and food products, including convenience foods.

Application of the Unit

This unit applies to frontline service personnel. It requires the application of product knowledge in defined areas of food retailing or a more general category according to store requirements.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify product range and develop product knowledge.	1.1. Develop product knowledge by accessing <i>relevant sources of information</i> . 1.2. Identify store food <i>product range</i> . 1.3. Convey <i>product information to other staff members</i> as required.
2. Advise on food products.	2.1. Apply product knowledge to advise <i>customers</i> on relevant product information. 2.2. Provide product information for customers on request. 2.3. Recommend complementary products, specials, new lines and seasonal promotions to customers.
3. Advise on food services.	3.1. Promote, quote on and arrange store <i>food services</i> to meet <i>customer requests</i> according to <i>store policy and procedures</i> .

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- ability to interpret store and industry manuals and documentation (paper-based or computerised)
- literacy skills in regard to:
 - reading and understanding product information

- reading and understanding store policy and procedures
- recording information
- numeracy skills in regard to pricing, and estimation and weighing of quantities.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - the store food safety program
 - the sale of food items
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
 - taking customer orders
- current food services available to customers
- specialist product knowledge, including:
 - specialised products
 - corresponding benefits of various products
 - shelf life and use-by date
 - storage requirements
 - ingredients or materials contained in products
 - features and use of products
 - corresponding or complementary products and services
 - stock availability
- store and industry manuals and documentation (paper-based or computerised)
- stock, merchandise and service range
- pricing procedures, including GST requirements
- other relevant policy and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of food items
- consistently applies product information contained in

	store manuals and manufacturer product labels when providing advice to customers - consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services - develops, maintains and conveys product knowledge to other staff as required - applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.
Context of and specific resources for assessment	Assessment must ensure access to: - a retail work environment - sources of product knowledge - suitable merchandise - relevant documentation, such as: - store policy and procedures manuals - customer order forms.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - customer feedback - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Relevant sources of information may include:

- store or supplier product manuals
- videos, DVDs and multimedia
- product demonstrations

- Product range** may include:
- labels
 - store tours
 - internet.
 - delicatessen goods
 - fresh produce
 - bakery items
 - seasonal varieties
 - exotic and unusual lines
 - dairy products
 - frozen foods
 - dried foods
 - canned foods
 - prepared salads
 - convenience foods.
- Product range** may be identified according to:
- origin
 - price range
 - product variety
 - physical characteristics
 - seasonal availability.
- Product information** may include:
- product types
 - varieties
 - features
 - price
 - ingredients
 - simple nutritional information
 - handling and storage
 - cooking tips from manufacturer data.
- Other staff members** may include:
- new or existing staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Customers** may include:
- new or repeat contacts
 - external and internal contacts
 - business customers or individuals
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Food services** may include:
- special occasion catering
 - boardroom catering
 - convenience foods
 - food delivery services

- cook to order services
 - seasonal promotions.
- Customer requests** may include:
- preferences
 - health factors
 - culturally specific requirements.
- Store policy and procedures** in regard to:
- selling food products and services
 - interaction with customers
 - quality assurance
 - ordering food products
 - processing customer orders.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK002A Advise on meat products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop product knowledge to advise on and sell meat products and services.

Application of the Unit

This unit applies to frontline service personnel. It requires developing product knowledge regarding meat products according to store policy and product range and providing advice to customers on products and services.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product knowledge.	1.1. Develop store <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Research and apply <i>comparisons between products</i> . 1.3. Convey <i>product information to other staff members</i> as required.
2. Identify product range.	2.1. Identify <i>store meat product and service range</i> . 2.2. Identify seasonal availability, according to store information.
3. Recommend meat products.	3.1. Evaluate meat products and services, according to <i>customer requirements</i> . 3.2. Demonstrate features and benefits of meat products to <i>customer</i> to create a buying environment. 3.3. Recommend complementary products, specials, new lines and seasonal promotions to customers, according to <i>store policy and procedures</i> . 3.4. Provide advice to customers from available information regarding meat products, on request. 3.5. Offer customer alternative product or service or advice when requested item is not available.
4. Advise on meat services.	4.1. Promote, quote on and arrange store retail meat services for customers on request.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- literacy skills in regard to:
 - interpreting store and industry manuals and documentation (paper-based or computerised)
 - interpret product information
 - interpret store policy and procedures
 - record information
 - numeracy skills in regard to pricing, and estimation and weighing of quantities

Required knowledge

- store policy and procedures in regard to:
 - the sale of meat products
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
 - stock and merchandise
 - taking customer orders
 - buying and ordering procedures
 - pricing, including GST requirements
- specialist product knowledge, including:
 - current retail meat services available to customers
 - specialised products
 - corresponding benefits of various products
 - shelf life and use-by dates
 - handling and storage requirements
 - ingredients or materials contained in products
 - features and use of products
 - corresponding or complementary products and services
 - stock availability
- store and industry manuals and documentation (paper-based or computerised)
- relevant legislation and statutory requirements relating to the retail industry
- relevant Work Health and Safety (WHS) requirements
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of meat products
- consistently applies product knowledge to advise on and sell meat products and services
- consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to other staff as required
- applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- sources of product information
- suitable merchandise
- relevant documentation, such as:
 - store policy and procedures manuals
 - customer order forms.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

performance criteria is detailed below.

- Product knowledge*** may include:
- meat product identification
 - use
 - preparation
 - cooking methods, recipes and ingredients
 - sauces and accompaniments
 - composition of meat
 - shrinkage after cooking
 - quantities required
 - nutritional aspects
 - country of origin
 - seasonal availability
 - handling and storage.
- Relevant sources of information*** may include:
- store suppliers or meat industry manuals
 - video, DVD and multimedia product demonstrations
 - labels.
- Comparisons between products*** may include:
- meat species
 - gradings
 - primals
 - cuts
 - cooking and preparation requirements
 - features
 - price.
- Product information*** may include:
- product types
 - varieties
 - features
 - price
 - ingredients
 - simple nutritional information
 - handling and storage
 - cooking tips.
- Other staff members*** may include:
- new or existing staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Store meat product and service range*** may include:
- beef
 - lamb
 - mutton
 - veal
 - pork
 - chicken

- venison, kangaroo, emu and other game
 - special cuts
 - smallgoods
 - manufactured goods
 - value-added goods, e.g. ready to cook and marinated
 - individual serves
 - barbecue spits.
- Customer requirements** may vary according to:
- preferences
 - health factors
 - cultural group
 - dietary issues
 - price.
- Customers** may include:
- new or repeat contacts
 - external and internal contacts
 - business customers or individuals
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Store policy and procedures** in regard to:
- selling meat products
 - interaction with customers
 - quality assurance
 - food safety
 - ordering meat products
 - processing customer orders.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK003A Advise on fast food products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to provide advice to customers with regard to fast food products.

Application of the Unit

This unit applies to frontline service personnel. It requires developing product knowledge regarding a variety of fast food products according to store policy and product range and providing advice to customers on products and services.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify product range and develop product knowledge.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Identify store fast food <i>product range</i> . 1.3. Convey <i>product information</i> to <i>other staff members</i> as required.
2. Recommend fast food products.	2.1. Apply product knowledge to advise <i>customers</i> on available menu items. 2.2. Provide product information for customers on request. 2.3. Recommend complementary products, specials, new lines and seasonal promotions to customers according to store policy.
3. Advise on fast food services.	3.1. Promote, quote on and arrange store <i>food services</i> to meet <i>customer requests</i> according to <i>store policy and procedures</i> .

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skill

The following skills must be assessed as part of this unit:

- interpreting store and industry manuals and documentation (paper-based or computerised)
- interpersonal communication skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- researching product information
- literacy skills in regard to:
 - reading and understanding product information

- reading and understanding store policy and procedures
- recording information
- numeracy skills in regard to pricing and estimation of quantities.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - the sale of fast food items
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
 - interaction with customers
- current fast food services available to customers
- specialist product knowledge, including:
 - specialised products
 - corresponding benefits of various products
 - shelf life and use-by dates
 - storage requirements
 - ingredients or materials contained in products
 - features and use of products
 - corresponding or complementary products and services
 - stock availability
- procedures for taking customer orders
- food safety programs
- buying and ordering procedures
- pricing procedures, including GST requirements
- relevant WHS requirements
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of fast food items
- consistently applies product information contained in

	store manuals and manufacturer product labels when providing advice to customers - consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services - develops, maintains and conveys product knowledge to other staff as required - applies detailed, specialised product knowledge to provide accurate advice according to customer requirements.
Context of and specific resources for assessment	Assessment must ensure access to: - a retail environment - sources of product information - suitable merchandise - relevant documentation, such as store policy and procedures manuals.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - customer feedback - answers to questions about specific skills and knowledge - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- product identification
- store cooking methods and recipes
- sauces and accompaniments
- composition of finished product
- quantities required
- nutritional aspects

- Relevant sources of information** may include:

 - handling and storage.
 - store or supplier product manuals
 - videos, DVDs and multimedia
 - product demonstrations
 - labels
 - store tours
 - internet.
- Product range** may include:

 - a particular food area
 - a variety of fast food products, such as:
 - seafood, fish
 - coated or battered items
 - delicatessen goods
 - sandwiches
 - hamburgers, meat, poultry
 - pizzas
 - drinks
 - salads
 - desserts
 - promotional items.
- Product information** may include:

 - ingredients
 - simple nutritional information
 - handling and storage
 - cooking tips from manufacturer data
 - price.
- Other staff members** may include:

 - new or existing staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Customers** may include:

 - new or repeat contacts
 - external and internal contacts
 - business customers or individuals
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Food services** may include:

 - special occasion catering
 - boardroom catering
 - food delivery services
 - cook-to-order services
 - seasonal promotions.
- Customer requests** may vary

 - preferences

according to:

- health factors
- cultural group
- dietary issues
- price.

Store policy and procedures in regard to:

- selling fast food products and services
- interaction with customers
- quality assurance
- ordering food products
- processing customer orders.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK004A Advise on bakery products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to provide advice to customers with regard to bakery products and services.

Application of the Unit

This unit applies to frontline service personnel. It requires developing product knowledge regarding a variety of bakery products, according to store policy and product range and providing advice to customers on bakery products and services.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product knowledge.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Research and apply <i>comparisons between products</i> . 1.3. Read and interpret labels according to legislative requirements and store information. 1.4. Convey <i>product information</i> to <i>other staff members</i> as required.
2. Identify bakery products.	2.1. Identify store bakery <i>product range</i> according to product information. 2.2. Identify seasonal availability according to store information.
3. Recommend bakery products.	3.1. Evaluate bakery products and services, according to <i>customer requirements</i> and <i>store policy and procedures</i> . 3.2. Discuss features and benefits with <i>customer</i> to create a buying environment. 3.3. On sell specials, new lines and seasonal promotions, or offer complementary products to customers, according to store policy. 3.4. Provide advice on bakery products for customers on request. 3.5. Offer customer alternative product or service or advice when requested item is not available.
4. Advise on bakery services.	4.1. Promote, quote on and arrange store <i>retail bakery services</i> for customers on request.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication

- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- research skills to access product information
- literacy skills in regard to:
 - interpreting store and industry manuals and documentation (paper-based or computerised)
 - interpret product information
 - interpret store policy and procedures
 - recording information
- numeracy skills in regard to pricing and estimation of quantities

Required knowledge

- store policy and procedures in regard to:
 - the sale of fast food items
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
 - interaction with customers
 - taking customer orders
 - food safety programs
 - buying and ordering
 - pricing, including GST requirements
- specialist product knowledge, including:
 - current fast food services available to customers
 - specialised products
 - corresponding benefits of various products
 - shelf life and use-by dates
 - storage requirements
 - ingredients or materials contained in products
 - features and use of products
 - corresponding or complementary products and services
 - stock availability
- relevant Work Health and Safety (WHS) requirements
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of bakery products
- consistently applies product knowledge to advise on and sell bakery products and services
- consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling bakery products and services
- develops, maintains and conveys product knowledge to other staff as required
- consistently applies detailed and specialised product knowledge to provide accurate advice according to customer needs.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- sources of product information
- a range of bakery products
- relevant documentation, such as:
 - store policy and procedures manuals
 - customer order forms.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Product knowledge*** may include:
- bakery product identification
 - preparation
 - cooking methods, recipes and ingredients
 - nutritional aspects
 - seasonal availability
 - handling and storage.
- Relevant sources of information*** may include:
- store or supplier product manuals
 - product profiles
 - videos
 - internet
 - demonstrations
 - self-paced learning programs
 - labels
 - store tours
 - other staff.
- Comparisons between products*** may include:
- product varieties
 - nutritional and dietary aspects
 - flavour
 - texture
 - ingredients
 - shelf life
 - cooking requirements
 - price.
- Product information*** may include:
- bakery product identification
 - use
 - preparation and convenience
 - cooking methods and recipes
 - nutritional information
 - country of origin
 - seasonal availability
 - taste preferences
 - flavours
 - handling and storage conditions and shelf life.
- Other staff members*** may include:
- new or existing staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.

Product range may include:

- bread lines
- sweet yeast products (buns, scrolls, donuts)
- pies and pizzas
- cakes (plain, cream, custard, fruit)
- pastry lines (sweet, savoury, custard, fruit)
- biscuits
- hot or cold items
- cooked or uncooked items
- par-baked or frozen
- iced and un-iced items.

Customer requirements may be related to:

- preferences
- health factors
- allergic reactions
- nutritional requirements
- cultural preferences
- price.

Store policy and procedures in regard to:

- selling bakery products
- interaction with customers
- quality assurance
- food safety
- ordering bakery products
- processing customer orders.

Customers may include:

- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Retail bakery services may include:

- special occasion catering
- boardroom catering
- food delivery services
- cook to order services
- seasonal promotions.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK005A Advise on seafood products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to assist customers in the purchase of seafood products and services according to store requirements.

Application of the Unit

This unit applies to frontline service personnel. It involves the development of product knowledge and its application to provide advice to customers with regard to fresh, frozen and live seafood products, according to store policy and product range.

Licensing/Regulatory Information

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

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product knowledge.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Research and apply <i>comparisons between products</i> . 1.3. Convey <i>product information</i> to <i>other staff members</i> as required.
2. Identify seafood products.	2.1. Identify store seafood <i>product range</i> according to product information. 2.2. Identify seasonal availability according to store information.
3. Recommend seafood products.	3.1. Evaluate seafood products and <i>services</i> according to <i>customer requirements</i> . 3.2. Discuss features and benefits of seafood products with <i>customer</i> to create a buying environment. 3.3. Recommend complementary products, specials, new lines and seasonal promotions to customers, according to <i>store policy and procedures</i> . 3.4. Provide advice on seafood products for customers on request. 3.5. Offer customer alternative product or service or advice when requested item is not available.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skill

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

- literacy skills in regard to:
 - interpret store and industry manuals and documentation (paper-based or computerised)
 - interpret product information
 - interpret store policy and procedures
 - record information
- numeracy skills in regard to pricing, estimating and weighing quantities

Required knowledge

- store policy and procedures in regard to:
 - the store food safety program
 - the sale of seafood products
 - quality policy to customers and suppliers
 - allocated duties and responsibilities
 - store and industry manuals and documentation (paper-based or computerised)
 - taking customer orders
 - buying and ordering
 - pricing , including GST requirements
- specialist product knowledge, including:
 - current retail seafood products and services available to customers
 - specialised products and services
 - corresponding benefits, features and use of various species and products
 - shelf life, use-by dates and storage requirements
 - ingredients contained in products, including basic dietary and nutritional aspects and food additives
 - flavour of various species and types of seafood
 - uses, preparation methods, cooking tips for various species and types of seafood
 - basic production or harvesting methods
 - corresponding or complementary products and services
 - stock availability
 - seasonal availability
- other relevant policy and procedures
- relevant legislation and statutory requirements relating to the retail industry
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of seafood products
- consistently applies product knowledge to advise on and sell seafood products and services
- consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to other staff as required
- consistently applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- sources of product information
- suitable merchandise
- relevant documentation, such as:
 - store policy and procedures manuals
 - WHS requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- seafood product identification
- use
- preparation
- cooking methods, recipes and ingredients
- sauces and accompaniments
- composition of seafood
- shrinkage after cooking
- quantities required
- nutritional aspects
- country of origin
- seasonal availability
- handling and storage.

Relevant sources of information may include:

- store or supplier product manuals
- videos
- demonstrations
- labels
- internet
- other staff.

Comparisons between products may include:

- product varieties
- nutritional and dietary aspects
- flavour
- texture
- ingredients
- shelf life
- cooking requirements
- price.

Product information may include:

- seafood product identification
- correct marketing name
- harvest, fishing area, country of origin
- legal length
- prohibited species
- use and preparation
- cooking methods and recipes
- nutritional aspects
- seasonal availability
- variety
- quality

- quantities
- price range
- taste preferences
- storage conditions, shelf life and potential food safety hazards.

Other staff members may include:

- new or existing staff
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

Product range may include:

- various fish species
- crustacean species
- molluscan species
- fresh, frozen or live products
- seasonal varieties
- exotic and unusual lines.

Services may include:

- value-added goods, e.g. pre-cooked or marinated
- individual serves
- special occasion catering
- food delivery services.

Customer requirements may vary according to:

- dietary requirements
- allergies
- preferences
- health factors
- cultural group.

Customers may include:

- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Store policy and procedures in regard to:

- selling seafood products
- interaction with customers
- quality assurance
- food safety
- ordering seafood products
- processing customer orders.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK006A Recommend liquor products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to provide advice to customers with regard to the characteristics of liquor products according to relevant legislation.

Application of the Unit

This unit applies to frontline service personnel. It involves researching store liquor range, and providing advice to customers and other sales staff on a range of liquor products, their characteristics, storage and serving. It also includes the application of current legislation governing the sale of liquor.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store liquor range.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Identify <i>store liquor range</i> .
2. Recommend liquor products.	2.1. Apply product knowledge to advise <i>customers</i> and <i>other staff</i> on available liquor products. 2.2. Convey <i>wine information</i> to customers. 2.3. Advise customers regarding available range of beers, their shelf life and alcohol content. 2.4. Identify <i>spirits, liqueurs and mixers</i> according to <i>product information</i> to assist customer purchasing decisions. 2.5. Promote house brands, specials and new lines to customers, according to <i>store policy and procedures</i> . 2.6. Promote, quote on and arrange <i>store services</i> for customers on request.
3. Adhere to liquor licensing requirements.	3.1. Request proof of age and refuse service if applicable. 3.2. Identify intoxicated customers and refuse service, according to store policy and <i>legislative requirements</i> . 3.3. Observe store trading hours and maintain records of purchases, according to liquor licensing requirements and store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive, intoxicated and under-age customers
- organising skills to provide liquor services to customers in a efficient manner
- literacy skills to:
 - interpret product information
 - interpret store policy and procedures
- numeracy skills in regard to pricing and estimation of quantities

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs or requests of customers
 - customer complaints
 - the sale of liquor products
 - allocated duties and responsibilities
 - stock availability
 - store liquor product range, including specials, house lines, new lines and seasonal promotions
 - store product services
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant state or territory legislation and statutory requirements, including:
 - consumer law
 - liquor licensing requirements
 - proof of age
 - store trading hours

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge about current store liquor products contained in store manuals and manufacturer product labels to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures and store trading hours
- understands and applies store policy and procedures and consumer law and liquor licensing requirements, including record keeping
- advises customers and informs sales team members of major characteristics of store range of liquor products, including style, type, fermentation method, regional vintages and their characteristics, basic production methods and storage requirements
- advises customers on store liquor services available to customers, including home delivery.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - WHS legislation and codes of practice
- an appropriate range of liquor products and services
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Assessment with the co-requisite unit of competency SITHFAB009A Provide responsible service of alcohol, unless previously completed, is required.

Holistic assessment with other units relevant to the industry sector, workplace and job role is also

recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- liquor product identification
- uses for liquor products
- basic production method
- alcohol content
- handling and storage.

Relevant sources of information may include:

- store or supplier product manuals
- sales representatives
- videos
- tastings
- product labels
- wine shows
- internet
- other staff.

Store liquor range may include:

- wines
- spirits
- beers
- liqueurs
- premixed drinks
- mixers
- local goods
- imported goods.

Customers may include:

- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Other staff may include:

- new or existing staff
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

- Wine information*** may include:
- style
 - grape variety
 - region
 - vintages
 - fermentation method
 - storage requirements
 - wine and food combinations.
- Spirits, liqueurs and mixers*** may be differentiated by:
- style
 - type
 - regional vintages
 - brands
 - basic production methods
 - price.
- Product information*** may include:
- brand
 - type
 - style
 - basic production methods
 - regional origin
 - vintages
 - features
 - price.
- Store policy and procedures*** in regard to:
- selling liquor products
 - interaction with customers
 - processing customer orders.
- Store services*** may include:
- special occasion catering
 - tastings
 - hire or loan of glassware and other accessories
 - liquor delivery.
- Legislative requirements*** may include:
- consumer law
 - liquor licensing requirements
 - proof of age
 - store trading hours.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK007A Recommend and fit clothing or footwear and products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to measure and fit clothing or footwear and recommend complementary products or services.

Application of the Unit

This unit applies to frontline service personnel involved in selling either clothing or footwear. It requires the team member to demonstrate knowledge of the store merchandise range, the characteristics and care requirements of different materials and products, and complementary products. It further requires demonstrated ability to recommend or facilitate clothing alterations and repairs or shoe repairs where required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store merchandise range.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i>. 1.2. Identify <i>store merchandise range</i> according to relevant product information. 1.3. Clearly demonstrate knowledge of correlation between <i>Australian UK, US and European sizing standards</i>. 1.4. Demonstrate knowledge of correct measuring procedures, including where and how to measure.
2. Recommend clothing or footwear products.	2.1. Apply product knowledge to advise <i>customers</i> and other sales staff on available products and their characteristics. 2.2. Convey product care and cleaning specifications to customers. 2.3. Recommend options and <i>complementary products</i> to meet <i>customer requirements and considerations</i>.
3. Measure and fit clothes or footwear.	3.1. Apply accurate and correct use of <i>measuring tools</i>. 3.2. Apply knowledge of Australian standard sizes to assist customers and other staff match products to body or foot shapes and assist buying decisions. 3.3. Identify variance between individual customers and standard sizing. 3.4. Operate and maintain fitting rooms or areas according to store security, merchandising and customer service procedures.
4. Advise on and arrange additional services.	4.1. Advise customers regarding <i>alteration and repair services</i> according to store policy. 4.2. Identify price and timeline for alterations and repairs and quote to customer where applicable. 4.3. Identify customer details and transcribe accurately to alterations form according to store procedures. 4.4. Record details of alterations according to store procedures. 4.5. Label and securely store items for alteration or repair according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- technical skills to use measuring tools and methods for measuring and fitting clothes or shoes
- literacy skills to interpret product labels and care instructions
- numeracy skills in the following areas:
 - estimation of size and body or foot type and variation
 - measuring accurately
 - relation of Australian standard clothing or shoe sizes and US, UK and European equivalents

Required knowledge

- store procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs or requests of customers
 - customer complaints
 - store alteration services and processes
 - operation, maintenance and security of store fitting rooms or areas
 - pricing procedures, including GST requirements
- store product range, including types, properties, benefits and care of materials used
- Australian standard clothing or shoe sizes and their international equivalents
- common body or foot shapes and complementary clothing or footwear styles
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updating and applying product knowledge to provide comprehensive advice to customers and staff
- consistently applying store procedures and in regard to sales and customer service
- consistently advising customers on complementary products
- using measuring tools correctly and accurately
- applying knowledge of Australian standard clothing or shoe sizes and variations
- advising on and arranging clothing alterations or shoe repairs and services according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - WHS legislation and codes of practice
- an appropriate range of clothing or shoe products
- a range of customers with different requirements
- measuring and fitting tools and techniques.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Product knowledge*** may include:
- brand options
 - brand sizing
 - colour
 - style
 - fabrics or footwear characteristics, including:
 - types
 - finishes
 - properties
 - benefits and effects.
- Relevant sources of information*** may include:
- store product manuals
 - supplier product leaflets
 - product representatives
 - fashion magazines
 - sporting magazines
 - fashion shows
 - websites
 - designer and manufacturer representatives
 - customer feedback.
- Store merchandise range*** may include:
- ladies', men's, or children's clothing and accessories
 - casual, professional, day or evening wear
 - mix and match range
 - ladies', men's or children's shoes
 - sports shoes
 - ladies' bags and purses
 - men's bags and wallets
 - shoe cleaners, polishes and accessories.
- Australian UK, US and European sizing standards*** may include:
- clothing sizing
 - shoe sizing.
- Customers*** may include:
- people with routine or special requests
 - people with special needs
 - regular and new customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Complementary products*** may
- matching items of clothing

include:

- accessories, including:
 - belts
 - bags
 - hats
 - scarves
 - stockings and socks
 - gloves
 - costume jewellery
- shoe treatments, creams and polishes.
- casual, professional, day or evening clothing or shoes
- colour preferences, style and theme
- durability, function, comfort and usage
- cost
- mix and match wardrobe
- existing wardrobe.

Customer requirements and considerations may include:

Measuring tools may include:

Alteration and repair services may include:

- measuring tapes
- foot sizing templates.
- referral to a third party for clothing alterations or repairs or shoe repairs
- pinning sleeves, shoulders, waist or hems on garments in preparation for alterations.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK008A Recommend jewellery products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on jewellery products and services to retail customers.

Application of the Unit

This unit applies to frontline service personnel who gain specialised product knowledge to provide accurate advice to customers and other sales staff on jewellery products and repairs, including watches, and semi-precious and precious metals, gemstones and jewels while protecting the security of store stock and customers' personal jewellery.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements

Elements describe the essential outcomes of a unit of competency.

1. Research store product range.

2. Recommend specialised jewellery products.

3. Advise on jewellery product warranties.

4. Protect stock.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1. Develop ***product knowledge*** by accessing ***relevant sources of information***.

- 1.2. Identify store ***product range*** according to relevant ***product information***.

- 1.3. Identify ***gemstones and jewels*** according to relevant product information.

- 1.4. Identify ***metals*** according to relevant product information.

- 1.5. Identify ***watches*** according to relevant product information.

- 2.1. Identify ***customer*** lifestyle and needs.

- 2.2. Apply specialised product knowledge to accurately advise customers and ***other staff*** on jewellery products.

- 2.3. Demonstrate features and benefits of jewellery products to customers to create a buying environment.

- 2.4. Supply accurate statement of product to customer according to ***legislative requirements*** and the Jewellery and Timepieces Industry Code.

- 3.1. Clearly explain ***comparisons between product and manufacturer warranty terms*** to customer.

- 3.2. Consult relevant sources of information to confirm and convey individual product warranty terms and conditions to customers.

- 3.3. Provide customer with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to ***store policy and procedures***.

- 4.1. Regularly clean and polish stock according to manufacturer care instructions and store procedures.

- 4.2. Handle stock with care to prevent damage or breakage according to store procedures.

- 4.3. Replace stock in ***designated location*** immediately after showing.

- 4.4. Ensure ***display units*** are locked at all times.

- 4.5. Show fine jewellery one item at time, and immediately replace in designated location according to store procedures.

- 4.6. Maintain vigilance in regard to stock observation according to store procedures.
- 4.7. Observe procedures for transfer of stock between safe and display units according to store security procedures.
- 4.8. Maintain confidentiality in regard to store security procedures at all times.
- 4.9. Open and close premises, including setting and de arming alarms, according to store security procedures.
- 4.10. Maintain security of keys, safe combinations and alarm codes according to store security procedures.
5. Advise on and arrange services and repairs.
 - 5.1. Identify and accurately describe **service** or repair process to customer.
 - 5.2. Identify and quote price and timelines for basic service and repairs to customer where applicable.
 - 5.3. Identify customer requirements in regard to remaking or redesign of jewellery, and evaluate and convey alternatives to customer according to store policy.
 - 5.4. Transcribe customer details to repair form according to store policy and legislative requirements.
 - 5.5. Identify and accurately describe item for repair, including agreed value, according to store policy and legislative requirements.
 - 5.6. Label and securely store item for repair according to store policy.
 - 5.7. Perform watch, battery or band replacement as required without damage to product and according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- technical skills to perform basic jewellery, watch and watch band repairs
- literacy skills to:
 - interpret product information

- interpret product warranties and guarantees
- interpret store policy and procedures
- numeracy skills to:
 - calculate and quote repair and service prices
 - understand and estimate gemstone quality and value

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - store product handling, display and security, including showing stock, locking counters and windows, storage of goods
 - store jewellery and watch repair services
- store jewellery product range, including:
 - basic recognition of jewels and gemstones, their names, quality, storage and care requirements
 - identification of common metals used in jewellery and their names, type, metal carat content and stamping
 - comparisons between watch styles and brands, including their compliance or non-compliance with regard to water resistance standard
- product and manufacturer warranty terms and conditions
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice, including Jewellery and Timepieces Industry Code

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of store product range, including the names and appearance of jewels and gemstones, precious and non-precious metals and a range of watches

	• applies store security procedures with regard to the handling and protection of stock • advises on, arranges for and performs store jewellery services, internal and external, including repairs, according to store policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as: • store policy and procedures manuals • industry codes of practice and relevant legislation • manufacturer warranties • an appropriate range of jewellery products • a range of customers with different requirements • appropriate tools and equipment to perform services, such as jewellery and repairing bands and replacing watch batteries according to store policy and procedures.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- gemstone, metal and watch identification
- manufacturing process
- origin
- composition of base products and materials
- carat weight

Relevant sources of information may include:

- jewellery and watch handling and storage.
- store or supplier product manuals
- product leaflets
- sales representatives
- technical or design staff
- internet
- customer feedback
- store warranty information
- product warranty manuals
- designated staff members
- contacting suppliers direct.

Product range may include:

- jewellery, including:
 - rings
 - necklaces
 - bracelets
 - chains
 - brooches
 - earrings
- watches
- clocks
- silver plate
- fine porcelain
- glassware
- giftware.

Product information may include:

- manufacturing process
- composition of base products and materials
- quality
- design features
- price range
- types and brands
- suppliers
- features
- storage and care requirements
- warranties
- wearing capacity
- metal content
- metal carat content
- stamping
- complementary or add-on products
- water resistance of various watches
- name of stone

	• faceting • origin.
Gemstones and jewels may include:	• precious or semi-precious • natural • organic or synthetic.
Metals may include:	• precious or non-precious • plated.
Watches may include:	• analogue • digital • battery operated • manual • automatic • wind-up • water resistant.
Customers may include:	• those with routine or special requests • regular and new customers • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Other staff may include:	• new or existing staff • people with varying levels of language and literacy • people from a range of cultural, social and ethnic backgrounds.
Legislative requirements may include:	• WHS • consumer law • Trade Practices and Fair Trading Acts • industry codes of practice • sale of second-hand goods.
Comparisons between product and manufacturer warranty terms may relate to:	• features • benefits • limitations • duration • warranty cost, where applicable.
Store policy and procedures in regard to:	• selling jewellery products and services • processing items for service and repair • security of stock.
Designated location may include:	• display unit • promotional display • secure storage.
Display units may include:	• secured or unsecured units • counter displays

- lit or rotating displays
 - cabinets
 - shelves
 - windows.
- Store **service** range may include:
- jewellery repairs and cleaning
 - jewellery resizing
 - jewellery remodelling
 - valuation
 - watch cleaning and repairs
 - performed on or off the premises.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK009A Recommend toddler and baby products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on toddler and baby products and services to retail customers.

Application of the Unit

This unit frontline service personnel who gain knowledge of the store toddler and baby product range to provide advice to customers and other sales staff with regard to quality, design, safety features, age suitability, durability, performance and price, along with advice on services available.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store product range.	1.1.Develop product knowledge by accessing relevant sources of information. 1.2.Identify store baby and toddler product range according to relevant product information. 1.3.Demonstrate accurate knowledge of age rating and restrictions for specific products.
2. Recommend baby and toddler products.	2.1.Ascertain customer needs and requirements according to age of user and specific use of product. 2.2.Apply detailed product knowledge to provide accurate advice to customers and other staff on baby and toddler products. 2.3.Demonstrate features and benefits of baby and toddler products to customers to create a buying environment. 2.4.Explain maintenance and care requirements of product to customers according to store policy and legislative requirements. 2.5.Clearly explain safety features and safe usage of product to customers with emphasis on precautions with young children and babies.
3. Advise on manufacturer warranties.	3.1.Clearly explain comparisons between product and manufacturer warranty terms and insurance policies to customer, where applicable. 3.2.Consult relevant sources of information to confirm and accurately convey individual product warranty terms, conditions, correct care instructions and insurance policies to customers, where applicable. 3.3.Supply customer with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policy and procedures.
4. Advise on product service and repairs.	4.1.Identify and accurately describe service and repair process to customer as required according to store or manufacturer policy. 4.2.Identify and accurately quote price and timelines for basic service and repairs to customer where applicable. 4.3.Transcribe customer details to repair form according to store

procedures and legislative requirements.

4.4. Label and securely store item for repair according to store policy.

4.5. Check item to ensure service or repair process is performed to required standard prior to customer notification.

4.6. Notify customer without undue delay on completion of service or repair.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- literacy skills to interpret:
 - product information
 - product warranties and guarantees
 - store policy and procedures
 - safety requirements
 - care and maintenance requirements
- numeracy skills to estimate age and safety ratings

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
- store baby and toddler product range, including:
 - safety features and application of products
 - age ratings and restrictions for specific products
 - range of service and repair capabilities
- relevant legislation and statutory requirements relating to the retail industry
- relevant Work Health and Safety (WHS) legislation and industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, legislative requirements and industry codes of practice in regard to sales and customer service procedures
- updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and advice on warranties and insurance policies where applicable
- consistently advises customers and informs sales team members of design and safety features, age suitability and rating, and performance characteristics of store range of products
- consistently advises on stock availability, warranties and price and payment options, and negotiates and arranges product service and repairs according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - product outlines
- an appropriate range of toddler and baby products
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Product knowledge*** may include:
- brand options
 - quality
 - price
 - safety features
 - age suitability and rating
 - classification
 - performance
 - durability
 - materials
 - type
 - warranties.
- Relevant sources of information*** may include:
- manufacturer and supplier product catalogues and leaflets
 - store product manuals
 - TV promotions and shows
 - trade fairs
 - warranty information
 - customer feedback
 - consulting store information
 - internet
 - designated staff members
 - contacting suppliers direct.
- Product range*** may include:
- furniture, including bassinets and cots
 - baby carriers, prams, strollers, pushers,
 - child restraints
 - clothing
 - accessories and toys
 - second-hand goods.
- Customers*** may include:
- those with routine or special requests
 - regular and new customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental

- abilities.
- Other staff*** may include:
- new or existing staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Legislative requirements*** may include:
- consumer law
 - environmental law
 - WHS
 - welfare law specific to local government, federal and state or territory legislation
 - sale of second-hand goods
 - industry codes of practice
 - Trade Practices and Fair Trading Acts
 - pricing procedures, including GST requirements.
- Comparisons between product and manufacturer warranty terms and insurance policies*** may relate to:
- features
 - benefits
 - limitations
 - duration
 - price, where applicable.
- Store policy and procedures*** with regard to:
- selling toddlers and baby products
 - interacting with customers
 - processing items for service and repair.
- Service*** range may include:
- product service and repairs
 - insurance facilities.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK010A Recommend home and home improvement products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide advice to customers to assist their buying decisions regarding home and home improvement products and services.

Application of the Unit

This unit applies to frontline personnel who gain knowledge of the store home and home improvement product range to provide advice to customers and other sales team staff with regard to features and benefits, product availability and price, and advice on services available.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store product range.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i>. 1.2. Identify <i>store product range</i>, according to relevant product information.
2. Recommend home and home improvement products.	2.1. Identify relevant products to meet expressed <i>customer requirements</i> to assist their buying decisions. 2.2. Demonstrate <i>features and benefits of products</i> to <i>customers</i> to create a buying environment. 2.3. Convey technical features and benefits as outlined in manufacturer specifications.
3. Advise on product warranties.	3.1. Clearly explain comparisons between product and manufacturer warranty terms to customers. 3.2. Confirm individual product warranty terms and by accessing relevant sources of information and accurately conveying to customers. 3.3. Provide customers with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policy and procedures.
4. Estimate quantities and order product.	4.1. <i>Estimate area and product quantities</i>, where required, based on manufacturer specifications, plan provided or customer needs. 4.2. Arrange for area measurement where indicated by product type and according to store procedures. 4.3. Calculate cost to customers and prepare quotes <i>according to store policy and procedures</i>. 4.4. Order product and arrange customer pick up and delivery or installation where required. 4.5. Provide customers with accurate information regarding product availability, delivery and installation procedures as required, including date and time of delivery. 4.6. Notify customers promptly of any undue delays regarding completion, supply or installation of products.
5. Negotiate price and	5.1. Convey store recommended retail pricing for various brand options accurately conveyed to customers according to legislative

payment options.	requirements.
	5.2.Negotiate individual product prices according to store policy where necessary to achieve sales.
	5.3.Convey store payment options to customers and negotiate preferred option following store procedures.
6. Advise on and arrange product service and repair.	6.1.Diagnose problem in terms of operator and equipment faults by observation, customer questioning and accessing manufacturer information.
	6.2.Offer solutions according to nature of problem, available product information and store policy.
	6.3.Identify and accurately describe service and repair process to customers, as required, according to store policy.
	6.4.Prepare and supply quotations and timelines to customers for basic service and repairs.
	6.5.Identify and accurately transcribe customer details to repair form according to store procedures.
	6.6.Label and securely store items for repair according to store policy.
	6.7.Notify customers without undue delay on completion of service and repair.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff, including advice on warranties and product service and repair
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
 - demonstrate product features and operation
 - negotiate price and payment options
- using and applying technology required to demonstrate operation of store product range
- literacy skills to:
 - interpret product information
 - interpret product warranties and guarantees

- numeracy skills to:
 - advise and negotiate price and payment options
 - measure and estimate accurately
 - use metric and imperial measuring scales
 - estimate measurements from architects or builders plans
- technical skills to take measurements from surface areas

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - store pricing and payment and warranty terms and conditions, including GST requirements
 - store product service and repair policy and procedures
- store home and home improvement product range
- design and technical information and features and function and operation of store product range
- quality, energy efficiency and environmental considerations of products
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and other sales team members
- understands and applies available product information when providing advice to customers
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs other sales team members on store home and home improvement products in the store merchandise range. Advises customers and other sales team members on store merchandise range warranties and store pricing and payment options.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - WHS legislation and codes of practice
- an appropriate range of home and home improvement products
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- function
- brand and product options
- warranties
- quality
- accessories
- component parts
- storage and operation
- design features
- style
- available colour range
- manufacturing process

- price
- partner or complementary products
- country of manufacture
- energy efficiency
- safety features, including flammability
- environmental considerations
- materials and fibre types
- construction of products
- care and maintenance requirements
- stain and dirt resistance
- product performance
- colour fastness, colour fading properties
- availability.

Relevant sources of information may include:

- supplier product leaflets
- store product manuals
- energy rating information
- warranty information
- internet
- trade shows
- customer feedback
- consulting store information
- designated staff members
- contacting suppliers direct.

Store product range may include:

- home and home improvement products
- furniture products
- floor covering products and services
- kitchen and bathroom renovation products
- hardware products
- home gardening products
- soft furnishings
- manchester
- haberdashery.

Customer requirements may include:

- usage requirements
- lifestyle
- price range.

Features and benefits of products may include:

- product type
- product performance features
- product durability
- function
- warranties
- quality

- design aspects of colour and texture feel
 - thickness and weight of furnishing fabrics
 - acoustic and thermal insulation properties of materials
 - manufacturing process
 - price
 - country of manufacture
 - energy efficiency
 - environmental considerations.
- Customers** may include:
- new and existing customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
 - customers with routine or special needs.
- Estimating area and product quantities** may include:
- using measuring tools
 - using a calculator
 - estimating from builders' and architects' plans
 - on-site measuring
 - estimating based on measurements provided by customer
 - making allowances for pattern matching
 - estimating linear or volume-based quantities.
- Store policy and procedures** may include:
- policy and procedures relating to sales, payment and credit options, store reward schemes and customer service.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK011A Recommend books or newsagency services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide advice to customers to assist their buying decisions in relation to books, newspapers, magazines, reader services, newspaper deliveries and related products and services.

Application of the Unit

This unit applies to frontline service personnel who gain knowledge of the store book or newsagency product range to provide advice to customers and other sales team staff with regard to types of publications in the store range, frequency and availability of publications, marketing tie-ins, price and ancillary products and services offered by the store.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research book and newsagency products.	1.1. Develop product knowledge by accessing relevant sources of information. 1.2. Demonstrate accurate knowledge of the location of books, newspapers and other products in the store product and service range. 1.3. Operate store inventory system to accurately locate and manage stock. 1.4. Demonstrate accurate knowledge of store procedures for book and newspaper recall and stock withdrawal from public sale at specified times. 1.5. Develop knowledge of store procedures relating to compliance with legislative requirements pertaining to the sale of books, newspapers and magazines.
2. Recommend book and newsagency products.	2.1. Identify customer needs through questioning and active listening. 2.2. Identify and locate products according to customer requirements and use product information to create a buying environment. 2.3. Apply product knowledge to assist customer buying decisions.
3. Advise on and arrange reader and newsagency services.	3.1. Negotiate and confirm newspaper home delivery arrangements with customers when included in store and service product range. 3.2. Record book, newspaper and magazine reservations and organise supply according to store procedures to meet customer requests. 3.3. Process lottery tickets, entries, and prizes and issue according to local lottery rules and procedures when included in store service and product range.
4. Process returns to publishers.	4.1. Batch out-of-date books and newspapers and magazines for regular return to publishers, according to store procedures and publisher requirements. 4.2. Complete relevant publisher returns documentation in an accurate and timely manner according to store procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- self management skills to:
 - operate of store inventory and returns systems
 - locate store range of products
- literacy skills to interpret product titles, blurbs and information
- numeracy skills to:
 - process returns
 - handle money

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - newsagency product recall and processing returns to publishers
- types and features of store range of book or newsagency products
- store range of reader and newsagency services, including book reservation, home delivery, lottery tickets and related services and procedures
- basic operation of the newsagency industry
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including accessing information
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs other sales team members of types and features of store range of books, newspapers and magazines, and other products and services, including editions, quality, content and age suitability
- uses and applies the store inventory system to check stock levels, supplier lists, price lists, reserve books, record publisher returns data and accurately administer publisher returns
- demonstrates correct negotiation and administration with regard to reader or newsagency services according to store policy and procedures, including home delivery and newspaper and magazine reservations.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail book or newsagency work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - relevant legislation and industry codes of practice
 - WHS legislation and codes of practice
- an appropriate range of book or newsagency products and services
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include

- types of publications in the store range
- authors
- genre
- age suitability
- edition and forthcoming titles
- associated productions, e.g. films
- editions
- frequency of publications
- marketing tie-ins
- price
- availability
- ancillary products and services offered by the store.

Relevant sources of information may include:

- publisher and distributor brochures
- sales posters
- catalogues
- internet
- trade and association journals
- bibliographical lists
- store brochures
- leaflets and newsletters
- book reviews
- blurbs on book covers
- sales representatives
- customer or other staff recommendations
- designated staff members.

Store product and service range may include:

- new books
- second-hand books
- book clubs
- incentive schemes
- local or overseas magazines.
- local or overseas newspapers
- stationery
- office supplies
- art materials

- greeting cards and wrapping papers
 - film
 - cigarettes
 - sweets
 - home delivery
 - newspaper and magazine reservations
 - lottery or other services.
- Inventory system** may be manual or computerised and may include:
- cataloguing systems
 - location of books in store
 - publisher lists
 - publisher returns
 - supplier lists
 - prices
 - stock availability and supply time.
- Legislative requirements** may include:
- censorship and copyright legislation
 - consumer law
 - customs regulations
 - X and R rated licensing arrangements
 - sale of second-hand goods
 - GST
 - lottery licensing
 - Trade Practices and Fair Trading Acts
 - WHS
 - sale of cigarettes.
- Customers** may include:
- people with routine or special requests
 - regular or new customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Home delivery arrangements** may be recorded:
- manually
 - online.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRRRPK012A Recommend business and leisure products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend business or leisure products and services to customers.

Application of the Unit

This unit applies to frontline service personnel involved in selling business or leisure products. It requires the team member to demonstrate knowledge of the store merchandise range, the technical and functional characteristics and care requirements of different products and complementary products. It requires demonstrated ability to facilitate advise on warranty claims and product and equipment service and repairs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store business or leisure product range.	1.1.Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i>. 1.2.Identify products according to <i>relevant product information</i>. 1.3.Develop knowledge and application of manufacturer technical information. 1.4.Demonstrate and show store products to customer according to store policy.
2. Recommend business and leisure products.	2.1.Identify <i>customer</i> requirements through questioning and active listening. 2.2.Identify and evaluate <i>store merchandise</i> relevant to customer requirements. 2.3.Convey technical features and benefits from manufacturer specifications to assist customers buying decisions. 2.4.Demonstrate or explain <i>product application</i> to customers in a systematic manner as required to create a buying environment. 2.5.Apply <i>correct measuring, fitting and sizing procedures</i> where relevant to the store product range.
3. Advise on product warranties.	3.1.Clearly explain comparisons between product and manufacturer warranties to customers. 3.2.Access relevant sources of information and explain <i>individual product warranty terms</i> and conditions to customers. 3.3.Provide customers with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties according to store policy and procedures.
4. Negotiate price and payment options.	4.1.Convey store recommended retail pricing for various brand options to customers, according to store procedures and <i>legislative requirements</i>. 4.2.Negotiate individual product prices, according to store policy where necessary to achieve a sale. 4.3.Convey store payment options to customers and negotiate customer preferred options according to store procedures.

5. Advise on and arrange product warranty claims, service and repairs.
 - 5.1. Identify warranty, **service and repairs process**, and accurately describe to customers as required, according to store procedures.
 - 5.2. Determine the nature of customer product warranty claims and service or repair requests through questioning and product observation.
 - 5.3. Identify price and timelines for warranty and basic service and repairs and quote to customer where applicable.
 - 5.4. Identify customer details and accurately transcribe to warranty and repair forms, according to store procedures and legal requirements.
 - 5.5. Label items for repair and securely store according to store procedure.
 - 5.6. Notify customers without undue delay on completion of service and repairs.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff, including advice on warranties and product service and repair
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- technical skills to operate store products and equipment where relevant to the product range
- literacy skills to interpret product specifications
- numeracy skills in regard to:
 - handling money
 - using measuring equipment where relevant to the store product range
 - measuring and fitting customers for store products and equipment where relevant to the product range

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service

- methods of dealing with special needs and requests of customers
- customer complaints
- store service and repair facilities
- pricing, including GST requirements
- manufacturer technical information relating to the store product range
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs other sales team members of quality, design features, benefits and operation and performance characteristics of products in store merchandise range
- advises on stock availability and warranties and price and payment options
- applies problem solving strategies to assist customers with product and equipment faults
- advises on, negotiates and arranges equipment services and repairs according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - WHS legislation and codes of practice
- an appropriate business or leisure products merchandise range

Methods of assessment	• a range of customers with different requirements. A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Product knowledge</i> may include:	• operation and use • quality • brand options • product and design features • manufacturing process • country of manufacture • price • technical information.
<i>Relevant sources of information</i> may include:	• supplier product leaflets • store product manuals • sales representatives • internet • warranty information • customer feedback • staff members • contacting suppliers direct.
<i>Relevant product information</i> may include:	• operation and use • quality • brand options • product and design features

- manufacturing process
 - country of manufacture
 - price
 - technical information.
- Customers** may include:
- people with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Store merchandise** range may include:
- cameras or photographic equipment, including:
 - compacts, focus free and fixed, auto-focus, twin-lens and zoom, digital
 - lens systems, including single lens reflex (SLR), interchangeable lens, auto and manual focus
 - electronic flash
 - advanced photo systems
 - video cameras
 - photographic equipment accessories
 - books, manuals, albums, frames, photo processing supplies, binoculars and telescopes
 - computer products, including:
 - word processing, spreadsheet, games, graphics, database
 - corporate, business, entertainment or educational applications
 - computers
 - monitors of varying size, resolution (digital and analogue, LCD and CRT)
 - printers
 - scanners
 - types of mouse
 - modems
 - fax machines
 - operating systems
 - computer accessories, such as memory upgrades, video cards, sound cards, CDs, paper and printer
 - supplies, cords, cables and fittings
 - hard goods, gear and accessories for team sports
 - equipment, gear and accessories for individual sports, including:
 - fishing or water sports
 - climbing

- hiking
- exercise and weight training
- skiing
- cycling, skateboarding and rollerblading
- gas equipment and fittings
- camping equipment and gear
- sporting equipment and clothing
- toy products, including:
 - hobbies and models
 - electronics and computerised games (hand-held, console, CD-ROM)
 - games and puzzles
 - educational toys and books
 - musical toys
 - dolls
 - costumes and accessories
 - plush and soft toys
 - indoor and outdoor play and sporting equipment
 - art and craft
 - beach and pool toys
 - ride on toys and equipment
 - action toys and equipment
 - spare parts and accessories
- music and audio products, including:
 - specialist musical instruments
 - hi-fis, radios, walkmans and MP3 players
 - pre recorded music
 - accessories
 - books and manuals
 - sheet music
 - second-hand goods
- audiovisual and entertainment products, including:
 - televisions, video projectors and PC/TV
 - video recorders, DVD players, DVD recorders and set top boxes
 - home theatre systems
 - portable multimedia players
 - car audio equipment
 - video cameras
 - portable audio equipment

- recorded DVDs, videos, games and other media
- blank media, software, spare parts and accessories
- whitegoods, including:
 - refrigerators, wine chillers and freezers
 - clothes dryers
 - washing machines
 - ovens, ranges, cooktops and rangehoods
 - microwave ovens
 - dishwashers
- small appliances, including:
 - toasters and toaster ovens
 - vacuum cleaners and floorcare appliances
 - electric barbecues, grills
 - electric frypans, skillets, deep fryers, woks, slow cookers, steamers, rice cookers, sandwich makers, toasters, waffle makers, crepe makers and other cooking appliances
 - electric jugs, kettles, urns, coffee makers, juicers, beverage makers and chillers and other beverage appliances
 - food processors, mixers, blenders, choppers and other food preparation appliances
 - irons, clothes presses and appliances
 - electric knives, can openers and other convenience appliances
 - hair dryers, curling wands, straightening irons and other personal grooming appliances
 - electric massagers, foot spas and other self-care appliances.

Product application may include:

- operation of specific computer hardware or software applications
- differences in application of sporting products
- merchandise test runs offered to customers to enhance buying decisions
- operation of music and audio equipment.

Correct measuring, fitting and sizing procedures may include:

- allowing for correlation between Australian, UK, US and European sizing standards
- clothing sizing
- shoe sizing
- matching weight and size of sporting equipment to customer's body weight and size.

Individual product warranty

- manufacturer warranties

terms may include:

- extended or promotional warranties
- specific conditions for hardware and software.

Legislative requirements may include:

- consumer law
- WHS
- environmental protection
- pricing procedures, including GST requirements
- sale of second-hand goods
- industry codes of practice
- Trade Practices and Fair Trading Acts
- hazardous substances and dangerous goods.

Service repairs process may include:

- repairs under warranty
- fault diagnosis
- service and repairs in-house
- referring service and repairs to a third party
- camera service and repairs
- computer hardware service and repairs
- sporting goods service and repairs
- toy products service and repairs
- musical and audio equipment service and repairs.

Unit Sector(s)

Retail

Competency field

Product knowledge

SIRRRPK013A Hire and sell video and DVD products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on movie and game products to customers and administer movie and game hire.

Application of the Unit

This unit applies to frontline service personnel who gain product knowledge to advise customers and other sales staff with regard to membership, movie and game hire, product range, video game and home theatre accessories and the application of store movie and game hire procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store product range.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.2. Research comparisons between products, according to product information. 1.3. Demonstrate accurate operation and use of store products.
2. Recommend video and DVD products and accessories.	2.1. Apply product knowledge to advise <i>customers</i> and other <i>staff members</i> on available <i>product range</i> . 2.2. Provide accurate information to customers according to <i>legislative requirements</i> .
3. Advise on membership.	3.1. Convey membership application <i>terms and conditions</i> to customer. 3.2. Maintain security of customer details, according to legislative requirements and <i>store policy and procedures</i> . 3.3. Check membership details for restricted access prior to rental, according to legislative requirements and store policy.
4. Apply store video hire and return procedures.	4.1. <i>Visually inspect</i> movie and game media for damage prior to hire. 4.2. Complete movie and game hire procedure, according to store policy. 4.3. Request proof of age and refuse hire, if applicable, according to legislative requirements and store policy. 4.4. Acknowledge movie and game returns and accurately update customer details on record system according to store procedures. 4.5. Visually inspect returned movie and game media for damage and rewind videos if required. 4.6. Replace damaged or torn covers and slicks as required. 4.7. Remove faulty or damaged stock from circulation according to store procedures. 4.8. File returned movies and games or replace on for hire <i>displays</i> according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - advise on membership through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
- technical skills to:
 - use keyboard operation to facilitate data entry of customer membership, hire and return of video tapes, DVDs and games
 - operate store range of products, including home theatre and games console set-up
- literacy skills to:
 - interpret product information and warnings
 - interpret store policy and procedures
- numeracy skills in regard to data entry

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - hire and return of videotapes, DVDs and games and games consoles
 - store maintenance requirements
- types and features of store range of video products
- store range of movie and game services
- basic operation of the home entertainment industry
- relevant legislation and statutory requirements relating to the retail industry
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including accessing information
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of types and features of store range of movie and game products and services, including videos and DVDs, video games, music CDs, equipment and accessories
- advises on and administers store membership requirements
- demonstrates correct administration of product hire and return procedures according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - relevant legislation and industry codes of practice
- an appropriate range of movie and game products and services
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Product knowledge*** may include:
- new trends in home entertainment media
 - genres and themes of movies and games
 - new releases
 - directors
 - actors
 - price
 - country of manufacture
 - media format
 - performance efficiency
 - safety features
 - care and maintenance requirements
 - movie and game availability
 - movie and game type and content
 - censors classification.
- Relevant sources of information*** may include:
- video source directories
 - store product manuals
 - supplier and distributor preview DVDs, clips and samples
 - supplier and distributor brochures
 - customer reports and recommendations
 - press, television, radio or online reviews.
- Customers*** may include:
- new or repeat contacts
 - external and internal contacts
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Staff members*** may include:
- new or existing staff
 - full-time, part-time, casual or contract staff
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Product range*** may include:
- video and DVD movies for sale or hire
 - video and television accessories
 - blank videotapes and DVDs
 - video and computer games
 - games consoles for sale or hire
 - music CDs
 - confectionery
 - promotional products

- Legislative requirements*** may include:
- value bundles.
 - censorship and copyright legislation
 - customs regulations
 - X and R rated licensing requirements
 - privacy laws
 - censorship classification
 - sale of second-hand goods
 - consumer law
 - Trade Practices and Fair Trading Acts.
- Terms and conditions*** may include:
- due dates for return of rented items
 - late charges
 - use of cards by unauthorised persons.
- Store policy and procedures*** with regard to:
- hiring and selling home entertainment media
 - interaction with customers
 - maintenance and repair of damaged stock
 - replacement of stock for display and filing.
- Visually inspect*** may include checking for:
- tape rewind
 - heat damage, casing warped
 - scratches, damage and breakage
 - security seals where applicable.
- Display*** categories for stock may include:
- media type, e.g. DVD, videotape or game
 - series
 - themes
 - release date
 - special promotions
 - actor or director
 - duration of loan.

Unit Sector(s)

Retail

Competency field

Product knowledge

SIRRRPK214 Recommend specialised products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRRPK014A Recommend specialised products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on specialised products and services to customers.

It covers the application of specialised product knowledge to provide advice to customers and other sales staff, with regard to specific product features, technical characteristics, warranties and prices. It also includes the provision of information on organisation services and repairs.

Application of the Unit

This unit applies to experienced frontline sales staff working in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Demonstrate knowledge of product range.	1.1. Identify product and <i>service range</i> . 1.2. Demonstrate knowledge of location of product range. 1.3. Operate <i>inventory system</i> . 1.4. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> . 1.5. Develop knowledge and application of manufacturer technical information and specifications of product range. 1.6. Research comparisons between products and services and communicate product information. 1.7. Convey product information to <i>customers</i> and other staff members as required and in line with organisational policies and procedures.
2. Advise on products and services to meet customer requirements.	2.1. Identify and evaluate <i>customer requirements</i> to provide advice on product suitability to assist buying decisions. 2.2. Determine suitability of products and materials according to customer requirements and manufacturer specifications. 2.3. Provide accurate advice on product specifications to meet customer requirements according to <i>relevant legislation</i> . 2.4. Convey features and benefits of products to customers to assist buying decisions. 2.5. Demonstrate or explain use and operation of products to customers in a systematic manner as required to create a buying environment and in line with organisational policies and procedures. 2.6. Apply correct measuring, fitting or sizing procedures as relevant to the product. 2.7. Explain relevant maintenance and care requirements of product to customer. 2.8. Clearly explain to customer safety features and safe usage relevant to the product. 2.9. Maximise sales opportunities by use of add-on and complementary sales techniques.

- 2.10. Estimate quantities of product required and communicate to customer.
3. Advise on product warranties.
- 3.1. Clearly explain to customer **comparisons** between product and manufacturer warranty terms.
- 3.2. Confirm and convey individual product warranty terms and conditions to customer by accessing relevant sources of information.
- 3.3. Provide customer with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to legislative requirements and **organisational policy and procedures**.
4. Quote on price and payment options.
- 4.1. Calculate organisation-recommended pricing for various product and service options and convey to customer according to legislative requirements.
- 4.2. **Negotiate individual product prices** where appropriate according to pricing determinants and organisational policy.
- 4.3. Convey payment and credit options to customer and negotiate a preferred option following organisational procedures.
5. Advise on and arrange product service and repair.
- 5.1. Advise customer on range of service and repairs according to organisational policy and procedures.
- 5.2. Question and actively listen to customer to determine nature of problem.
- 5.3. Complete **diagnosis of problem** in terms of operator and equipment faults.
- 5.4. Offer solutions according to nature of problem, available product information, and organisational policy.
- 5.5. Identify service and repair process and communicate to customer according to company and enterprise policy.
- 5.6. Identify price and timelines for basic service and repairs and quote to customer where applicable.
- 5.7. Identify customer details and transcribe to service report according to organisational procedures and legislative requirements.
- 5.8. Label and securely store item for repair according to organisational policy.
- 5.9. Organise service according to availability, customer requirements and legislative requirements.
- 5.10. Notify customer without undue delay on completion of service and repair.
- 5.11. Take **follow-up action** as necessary to ensure customer satisfaction.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - ask questions in order to identify and confirm requirements
 - handle customers with special needs, including difficult or abusive customers
 - interpret and apply non-verbal cues
 - make recommendations and advise on warranties and product service and repair through clear and direct communication
 - respond to customer needs and respect cultural differences
- literacy and numeracy skills to:
 - advise and negotiate price and payment options
 - measure and estimate accurately
 - read and interpret warranties
 - read and interpret product information and specifications
 - read and interpret store policy and procedures
 - write order specifications and delivery details

Required knowledge

- manufacturer technical information
- organisational policy and procedures in regard to:
 - customer complaints
 - methods of dealing with special needs and requests of customers
 - price negotiation and payment options
 - returns and warranty claims
 - sales and customer service, up-selling and on-selling
 - services and repairs
- organisation's product range
- manufacturer technical information
- pricing procedures, including GST requirements
- product and manufacturer warranty terms and conditions
- relevant industry codes of practice, legislation and statutory requirements relating to the recommendation of specialised products and services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and advice on warranties and insurance policies where applicable
- applies organisational policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of organisation's range of products, their features and benefits, performance, complementary products, product availability and warranties
- advises customers and sales team members on operation, storage and use of products
- estimates and quotes on quantities of product required, as relevant to the product and customer requirements
- negotiates and administers price and payment options with customers as per organisational policy and procedures
- advises on and arranges for internal and external organisation services, including repairs, according to organisational policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - organisational policy and procedures manuals
 - industry codes of practice and relevant legislation
 - organisational inventory
- an appropriate range of products
- a range of customers with different requirements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- written or verbal answers to questions about specific

	skills and knowledge
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Service range</i> may include:	• delivery • finance options • installation • insurance facilities • material measuring and cutting • product service and repairs.
<i>Inventory system</i> may be:	• centralised • electronic • manual.
<i>Product knowledge</i> may include:	• accessories • age suitability and rating • available styles, sizes and colour range • brand options • component parts • country of manufacture • design features • durability • energy efficiency • environmental considerations and recycled products • health and hygiene • manufacturing process and construction • materials, ingredients and composition • operation • performance • price • quality

- safety features and toxicity
 - storage and care requirements
 - supply and availability
 - sustainability characteristics, such as:
 - recyclable
 - non-toxic
 - warranties
 - workmanship.
- Relevant sources of information*** may include:
- catalogues
 - contacting suppliers direct
 - customer feedback
 - designated staff members
 - internet
 - manufacturer brochures and specifications
 - organisation or trade product manuals
 - supplier product leaflets
 - trade shows.
- Customers*** may include:
- individuals or organisations
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities
 - people with routine or special requests
 - people with special needs
 - regular and new customers.
- Customer requirements*** may include:
- age suitability
 - colour preferences and style
 - culture and ethnicity
 - durability, function and usage
 - existing skills and knowledge
 - fashion and preferences
 - health factors
 - interests
 - lifestyle
 - price
 - size
 - usage requirements.
- Relevant legislation*** may relate to:
- censorship, licensing and copyright laws relevant to the retail sales environment
 - customs regulations
 - industry codes of practice
 - work health and safety (WHS)
 - pricing procedures, including GST requirements

- privacy laws
 - sale of second-hand goods
 - Australian consumer law relevant to the retail sales environment.
- Comparisons** between product and manufacturer warranty terms may relate to:
- benefits
 - duration
 - features
 - limitations
 - price, where applicable.
- Organisational policy and procedures** may include:
- interaction with customers
 - processing items for service and repair
 - selling specialised products and services.
- Negotiating individual product prices** may include:
- adding value to purchase
 - bulk discounts
 - individual discounts
 - price matching.
- Diagnosis of problem** may occur:
- by electronic or postal correspondence
 - by telephone
 - face-to-face.
- Follow-up action** may occur:
- by appointment
 - by electronic or postal correspondence
 - by telephone
 - face-to-face
 - formally or informally.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRWFIN001A Complete debtor processes

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake the routine administration and processing of debtor accounts within a wholesale business context in a timely and accurate manner. It ensures trading terms are confirmed, customer credit levels checked and processing occurs accurately.

Application of the Unit

This unit applies to team member who utilise standard business technology, systems and reporting mechanisms to consistently apply routine business procedures. It includes checking and confirming current credit level and trading terms with customers, completing routine processing of debtors and accurately reporting breaches of customer credit limits and trading terms, according to workplace policy and relevant legislation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm trading terms.	1.1. Confirm trading terms for <i>purchasers</i> of products or services using business technology or records. 1.2. Access <i>business technology</i> or <i>records</i> to determine <i>trading history</i> for a purchaser of products or services. 1.3. Access business technology to process routine direct purchases <i>payments</i>. 1.4. Process direct purchases payments according to routine <i>business policy and procedures and relevant legislation</i>.
2. Establish customer debts and credit levels.	2.1. Determine individual and business <i>customer credit levels</i> using business technology or records, or refer to <i>relevant personnel</i>. 2.2. Identify bad debts using business technology or records. 2.3. Analyse credit level of customers purchasing specific products or services. 2.4. Maintain updated credit status of account customers according to business policy and procedures. 2.5. Determine debt levels for individual and business customers.
3. Implement debt recovery strategy.	3.1. Confirm debt payment terms for businesses purchasing products or services using business technology or records. 3.2. Confirm <i>payment terms for individual debtors</i> according to business policy and procedures. 3.3. Confirm debt repayments procedures according to business policy and procedures. 3.4. Process debtors according to routine business policy and procedures, including <i>debt recovery processes</i>, within designated workplace timeframes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - communicate payment schedule and requirements to customer through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- identifying credit levels, trading terms and payment status
- checking trading terms and debit history for a customer
- implementing correct business procedures for processing and recovering debt
- administering and process debtor accounts
- identifying bad debts according to routine procedures and work instructions
- confirming debt payment terms and procedures
- literacy skills in regard to planning, organising and analysing information from written sources
- numeracy skills in regard to:
 - recording data accurately
 - processing financial transactions

Required knowledge

- prioritising work schedule
- information sources on product and supply arrangements for customers
- interpersonal communication techniques
- establishing customer needs and trading terms
- manufacturer specifications concerning the use of business technology systems
- business policy and procedures affecting job role or function, including:
 - privacy, confidentiality and security provisions affecting data storage, communication of information and access to technology
 - approval processes
 - referral of enquiries to relevant management or senior staff

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistent application of routine business procedures to check and confirm current credit level and trading terms with customers
- ability to identify debtor accounts using standard

	business technology and systems • completion of written and electronic documents using standard business technology and reporting mechanisms • ability to complete routine processing of debtors • adherence to routine processes to accurately report breaches of customer credit limits and trading terms using standard business technology.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • access to relevant business technology • relevant documentation, such as: • workplace or sample policy and procedure manuals • financial transaction dockets, slips and invoices • banking deposit forms • workplace or sample documentation in regard to credit approval processes • workplace or sample financial management system • workplace or sample job descriptions and organisational charts • relevant legislation.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a simulated role play • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Purchaser may include:

- new or repeat contacts

- external and internal contacts
 - other businesses or end consumers serviced through business customers or directly
 - purchasers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Business technology** may include:
- telephone
 - fax
 - personal computers or terminals (stand-alone or networked)
 - scanning, bar coding and pricing equipment
 - point-of-sale terminals
 - EFTPOS terminals
 - software such as:
 - word processing
 - databases
 - spreadsheets
 - financial
 - workplace-specific.
- Records** may be:
- electronic
 - hard copy.
- Trading history** may be accessed via:
- manual files and reports
 - electronic files and reports
 - database
 - external agents.
- Payments** may be received by:
- cash
 - cheque
 - direct credit
 - credit card
 - EFTPOS card
 - agreed means.
- Business policy and procedures** may relate to:
- acquisition and sale of products and services
 - management structure and communication relationships
 - interaction with customers
 - debt recovery and financial governance.
- Relevant legislation** may include:
- application of GST
 - Australian Competition and Consumer Commission provisions
 - Trade Practices and Fair Trading Acts
 - privacy legislation.

Customer credit levels may be determined:

- by automated or manual means
- internally or by external agents

Relevant personnel may vary according to:

- context
- level of employment
- ascribed duties
- nature of enquiry
- response required.

Payment terms for individual debtors may vary according to:

- types of products and services provided
- size, type and location of business or debtor
- strategic measurement and evaluation outcomes.

Debt recovery processes may include:

- electronic or manual forms of contact with the debtor
- letters of intent
- legal letters
- contracted services from debt recovery agencies
- alteration to trading terms
- legal action
- financial remedies.

Unit Sector(s)

Wholesale

Competency field

Finance

SIRWFIN002A Manage debtor processes

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage debtor accounts and processing procedures to minimise loss and maximise debt recovery within a wholesale business.

Application of the Unit

This unit applies to personnel who use methods to control consumer debt from sale of products or services and protect a business from financial risk. It involves analysing customer information to confirm appropriate credit levels, trading terms and payment procedures for customers, acting to limit financial risk to both the business and its customers, and implementing debt recovery procedures according to company policy.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Control consumer debt from direct sale of products or services.	1.1.Source information on trading terms and credit levels for purchasers. 1.2.Confirm trading terms for individual purchaser of products or services according to organisation policy. 1.3.Analyse trading history of individual purchaser of products or services. 1.4.Confirm payment procedures for business, account and individual customers according to workplace policy and relevant legislation. 1.5.Communicate confirmed payment policy and procedures for business, account and individual customers to other team members.
2. Remove financial risk.	2.1.Determine financial risk to both business and customer. 2.2.Examine options available to remove financial risk in sales transactions. 2.3.Take action to remove financial risk.
3. Implement debt recovery strategy.	3.1.Apply procedures to determine if a customer account is in arrears within set workplace timeframes. 3.2.Ascertain capacity of customer to adhere to debt recovery strategy. 3.3.Reconfirm trading terms with customer. 3.4.Take action to avoid future debt relationships with the customer.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- managing compliance with credit levels and trading terms
- formalising credit and trading term request and enquiry processes
- minimising liability and risk
- managing debt to achieve strategic and budget outcomes

- monitoring debit history for a customer, product or service
- assessing financial risk
- configuring business technology to report customer history, credit levels and trading terms
- interpersonal communication skills to:
 - communicate with team members through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills in regard to:
 - planning, organising and analysing information
 - documenting policy and procedures
- numeracy skills in regard to:
 - financial processes and planning
 - recording and reporting information
 - analysing financial risks

Required knowledge

- features of a debt recovery strategy
- debtor reporting protocols
- credit exposure and risk strategies
- liabilities and factors indicating bad debt
- profit and the impact of debt on cash flow
- business policy and procedures relating to:
 - corrective actions
 - communicating with staff and customers
 - financial governance
- relevant sources of information on trading terms and credit levels for customers
- legal and legislative requirements affecting debt recovery

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in

Evidence of the following is essential:

- identifies and accesses relevant and accurate information to confirm trading terms and credit levels

this unit

for customers

- consistently applies business procedures to confirm trading terms and credit levels with customers
- determines financial risk to avoid debt and recognise, remove and control the risk of bad debts
- identifies, describes and avoids debt exposure
- consistently applies formal debt recovery strategy according to business policy and legislative requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant business financial systems
- relevant documentation, such as:
 - workplace or sample policy and procedure manuals
 - financial transaction dockets, slips and invoices
 - banking deposit forms
 - workplace or sample documentation in regard to credit approval processes
 - relevant legislation

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated role play
- third-party reports from a supervisor
- review of portfolio of evidence
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Information sources may include:

- legislation and regulations
- workplace policy and procedures

- supplier or customer instructions
 - industry codes of practice
 - feedback from managers and supervisors
 - non-verbal communication
 - online or hard copy resources.
- Purchaser** may include:
- new or repeat contacts
 - external and internal contacts
 - other businesses or end consumers serviced through business customers or directly
 - purchasers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Organisation policy** may relate to:
- operational procedures
 - acquisition and sale of products and services
 - management structure and communication relationships
 - interaction with customers
 - debt recovery and financial governance.
- Trading history** may accessed via:
- manual files and reports
 - electronic files and reports
 - database
 - external agents.
- Payment procedures** may include:
- direct credit
 - credit card
 - cheque
 - standing offers
 - cash
 - agreed means.
- Relevant legislation** may include:
- application of GST
 - Australian Competition and Consumer Commission provisions
 - Trade Practices and Fair Trading Acts
 - privacy legislation
 - WHS
 - workplace relations
 - industry codes of practice
 - licence, patent or copyright arrangements
 - anti-discrimination law.
- Techniques used to **communicate** may include:
- speaking and listening
 - reading and writing
 - electronic media, such as email

- telephone
 - body language
 - facial expression
 - using languages other than English including , local community languages, Indigenous languages
 - using forms of visual communication such as sign language
 - using assistive technology such as TTY.
- Team members may include:**
- managers and supervisors
 - full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying levels of language and literacy
 - people with a range of responsibilities and job descriptions.
- Financial risk** may vary according to:
- types of products and services provided
 - size, type and location of business
 - business merchandise range
 - strategic measurement and evaluation systems and processes
 - characteristics of the specific products or services
 - business service range.
- Sales transactions** may be completed:
- face-to-face
 - on the telephone
 - online
 - by order form.
- Debt recovery strategies** may include:
- electronic or manual forms of contact with the debtor
 - letters of intent
 - legal letters
 - contracted help from debt recovery agencies
 - alteration to trading terms
 - legal action
 - financial remedies.

Unit Sector(s)

Wholesale

Competency field

Finance

SIRWINV301 Administer supply to a business

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWINV002A Administer supply in to a business.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain supplier relationships and administer the supply of goods and services to a business, while maintaining ethical and professional relationships with suppliers, and working within the required legal, legislative and business supply requirements.

Application of the Unit

This unit applies to sales staff with a responsibility for ensuring the supply of merchandise to a business.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain effective supplier relationships.	1.1. Identify associations with <i>suppliers</i> external to the business. 1.2. Identify <i>supplier relationships</i> internal to the business. 1.3. Confirm <i>measures and determinants</i> of effective supplier relationships. 1.4. Determine barriers to maintaining effective supplier relationships. 1.5. Implement strategies to improve supply chain management as required.
2. Deal ethically with suppliers.	2.1. Ensure dealings with suppliers conform to <i>relevant legal, legislative and business practices</i> and requirements. 2.2. Confirm principles and practices underpinning ethical conduct with regard to suppliers.
3. Resolve supplier enquiries.	3.1. Provide <i>routine information</i> to suppliers. 3.2. Determine nature of supplier enquiries. 3.3. Resolve supplier enquiries or pass on to <i>relevant personnel</i> for resolution.
4. Confirm legal, legislative and business supply requirements.	4.1. Detail systems concerning how supplier products or services must comply with <i>relevant standards</i> and <i>business policy and procedures</i> . 4.2. Check product labelling to ensure compliance with legislation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - conduct interface with suppliers and workplace team in a facilitative manner

- through clear and direct communication
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - check product labelling to ensure compliance
 - read a range of workplace documents
 - maintain records
 - maintain stock ordering and recording systems
- planning and organising skills to plan and prioritise work schedule
- routine problem-solving skills to resolve supplier enquiries
- self-management skills to apply standards applicable to receiving goods
- technology skills to use available business technology

Required knowledge

- customer service measurement options
- legal, administrative and business supply requirements
- relevant legislation, statutory requirements relating to the retail industry, including work health and safety (WHS) aspects of job
- potential barriers to supplier relationships
- relationship arrangements and communication processes with suppliers
- associations with internal suppliers
- ethical conduct in relation to suppliers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses business technology to communicate with suppliers according to business policy and procedures
- identifies, describes and applies the principles and practices underpinning ethical conduct with regard to communication and relationships with suppliers
- maintains associations with suppliers over time and across a range of customer relationships to promote positive business outcomes
- responds to supplier enquiries in an accurate and timely manner within the scope of job role and responsibilities, and refers enquiries to other relevant personnel as required
- processes receivables using agreed business procedures and

technology, and according to relevant legislative requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant documentation, such as:
 - policy and procedures manuals
 - supplier information
 - legislation and statutory requirements
 - industry codes of practice
- a stock control system
- relevant business technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolio of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Suppliers may be:

- commercial companies
- community and not-for-profit organisations
- external and internal
- governments
- public agencies or organisations.

Supplier relationships may be influenced by:

- continuous improvement
- cost and price analysis
- due diligence requirements
- infrastructure and capital outlay requirements
- integration and compatibility of organisational systems

Measures and determinants may include:

- intellectual property and technology rights
- market position
- planning cycles and the time of the year
- risk sharing
- supply chain management
- terms and conditions agreed
- value for money
- value management.
- communication
- customer satisfaction
- inventory control
- loss prevention
- time management
- value for money.

Relevant legal, legislative and business practices may include:

- Australian Competition and Consumer Commission provisions
- awards, workplace agreements and other industrial arrangements
- emergency procedures
- environmental protection legislation
- equal employment opportunity (EEO) and anti-discrimination law
- GST
- industry codes of practice
- licence, patent or copyright arrangements
- WHS
- policy and protocols
- product labelling
- quality assurance systems, procedures and policies
- supplier or customer instructions
- Australian consumer law and fair trading Acts
- transport, storage and handling of goods
- work procedures.

Routine information may relate to:

- delivery of products
- leasing agreements and consultancies
- maintenance and support agreements
- provision of services
- purchase orders
- quality
- quantity
- stock and supply agreements
- time schedules.

Relevant personnel may include:

- area and store manager
- frontline staff
- specialist staff
- supervisor
- team leader.

Relevant standards may include:

- Australian standards
- handling, transport and storage of goods
- industry standards
- international standards
- labelling of goods
- manufacturing quality and control.

Business policy and procedures may relate to:

- acquisition and sale of products and services
- capacity of receiving area to handle, store, process, manage and display products and services
- internal management structure and communication relationships
- inventory control
- receipt, handling and storage of goods
- relationships and communication with suppliers
- risk management.

Unit Sector(s)

Wholesale

Competency Field

Inventory

SIRWINV302 Monitor inventory capacity to meet demand

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWINV003A Monitor inventory capacity to meet demand.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage business systems inventory required by a business to meet operational and customer requirements.

It focuses on managing and monitoring inventory procedures and documentation for the receipt, dispatch and secure storage of goods. It involves using business systems to monitor inventory levels, storage, movement and reorder cycles, and coordinate stock movement to ensure that inventory is available to meet business needs.

Application of the Unit

This unit applies to staff responsible for monitoring an organisation's business systems in a business-to-business environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor receipt and dispatch of goods.	1.1.Determine responsibility for receipt and dispatch of products. 1.2.Implement business policy and procedures in regard to receipt, dispatch and secure storage of products. 1.3.Observe staff functions to ensure business procedures are followed and documentation is completed correctly. 1.4.Implement business procedures to ensure products are inspected for quantity and quality on receipt. 1.5.Act upon variations to quantity and quality of delivered products according to business policy. 1.6.Supervise safe handling and storage of products according to business policy.
2. Maintain stock records.	2.1.Monitor stock levels and maintain at required levels. 2.2.Maintain, monitor and adjust stock reorder cycles as required. 2.3.Inform team members of their individual responsibilities in regard to recording stock. 2.4.Maintain stock storage and movement records according to business policy. 2.5.Record stock discrepancies and follow procedures according to business policy. 2.6.Monitor stock performance and identify and report fast and slow selling items according to business policy.
3. Ensure inventory is on hand.	3.1.Coordinate deliveries to meet inventory demand. 3.2.Match logistics of delivery to inventory supply requirements. 3.3.Implement improvements to supply chain management as required.
4. Coordinate stocktake or cyclical count.	4.1.Interpret policy and procedures in regard to stocktaking and cyclical counts and explain to team members. 4.2. Roster staff according to allocated budget and time constraints. 4.3.Allocate stocktaking tasks to individual team members. 4.4.Provide team members with clear directions for the performance of each task.

- 4.5. Allocate team members to ensure effective use of staff resources to complete task.
 - 4.6. Produce accurate reports for management on stocktake data, including discrepancies.
- 5. Identify stock losses.
 - 5.1. Identify and record losses and assess against potential loss forecast on a regular basis.
 - 5.2. Identify avoidable losses and establish reason.
 - 5.3. Recommend and implement possible solutions for stock losses.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - give instructions
 - provide information to staff, including allocating tasks and providing clear directions through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - check product labelling to ensure compliance
 - collect, analyse and organise information
 - maintain stock ordering and recording systems
 - map inventory demands
 - read and understand a range of workplace documents
- operations management and leadership skills
- planning and organising skills to plan and prioritise work schedule
- self-management skills to apply standards applicable to inventory control
- technology skills to safely use available business technology

Required knowledge

- business policy and procedures with regard to:
 - receipt and dispatch of goods, including inspection for quantity and quality
 - reporting of stock discrepancies and damage
 - stock control
 - stock replenishment and reordering
- industry codes of practice, including food handling codes

- impact of business planning and sales forecasts on inventory
- inter- and intra-business transfers
- legislation and statutory requirements, including consumer law relevant to inventory control
- market trends and impact of special events of inventory
- work health and safety (WHS) legislation and codes of practice, including:
 - manual handling regulations and codes of practice
 - plant and equipment regulations
- organisational and referral mechanisms for facilitating inventory demand monitoring

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- manages and monitors staff implementation of inventory procedures and documentation for the receipt, dispatch and secure storage of goods
- uses relevant business systems to monitor inventory levels, storage, movement and reorder cycles on a regular basis
- organises and coordinates stock movement to ensure that inventory is available to meet business needs
- completes relevant business documentation accurately, in a timely manner and in agreed format
- organises and coordinates stocktake and cyclical counts to monitor and review inventory levels, identify discrepancies and develop solutions to stock loss.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant documentation, such as:
 - business policy and procedures manuals
 - WHS legislation and codes of practice
- an inventory control system
- relevant business technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace

- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Business policy and procedures may relate to:

- job roles and responsibilities
- merchandise and product range
- pricing, labelling and packaging requirements
- procurement processes
- receipt and dispatch of goods
- stocktaking and cyclical counts
- transport, handling and storage of goods.

Documentation may include:

- asset registers
- corporate credit card transaction statements
- evaluation process documentation
- financial statements
- invoices and payment requests
- offer and contract documents
- purchase requests and orders
- records of authorised officers' decisions
- records of conversations
- records of supplier performance
- statements and petty cash vouchers.

Safe handling and storage of goods may include:

- product segregation
- optimum maintenance of storage areas, including:
 - cleanliness and sanitation
 - lighting
 - climate control
 - pest control
 - ventilation
- packaging products for storage

- labelling of goods
 - stock rotation
 - disposal of damaged or spoiled goods
 - safe manual handling and lifting techniques
 - safe use of equipment, such as ladders and trolleys
 - storage in:
 - cool rooms
 - dry stores
 - freezers
 - refrigeration.
- Safe handling and storage** techniques may vary according to:
- industry codes of practice
 - WHS
 - stock characteristics.
- Team members** may:
- come from a variety of social, cultural and ethnic backgrounds
 - vary in competencies
 - vary in literacy and numeracy skills.
- Records** may be:
- electronic
 - manual
 - templated.
- Stock performance** may vary according to:
- advances in technology
 - customer demand
 - environmental factors
 - quality demands
 - seasonal cycles
 - selling approaches.
- Reports** for management may include:
- business documents
 - financial reports
 - informal reports
 - stocktake reports.
- Logistics** may include:
- infrastructure resources
 - levels of service
 - milestones
 - outputs
 - payment schedules
 - phases or stages of the supply and distribution chain
 - targets
 - timeframes.
- Factors affecting staff **roster** may include:
- available or required staffing levels
 - awards and agreements
 - budget allocation

- full-time, part-time, casual or contract staff
- range of staff responsibilities
- routine or busy trading conditions
- varying levels of staff training.

Unit Sector(s)

Wholesale

Competency Field

Inventory

SIRWSLS301 Build sales relationships

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS002A Build sales relationships.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote demand and stimulate long-term, productive relationships with a business customer or a number of businesses within a defined territory.

The unit covers the development of effective sales techniques through workplace consultation, evaluation, training and development, and the formation and maintenance of business-to-business relationships to ensure positive business outcomes.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop effective sales techniques.	1.1.Determine importance of selling function in business-to-business processes. 1.2.Determine good work practices and sales techniques through communication with immediate supervisors and team members. 1.3.Actively seek feedback and guidance from immediate manager or team members to improve personal sales capabilities. 1.4.Confirm personal sales training and development needs with immediate manager. 1.5.Action personal sales training and development needs in an agreed timeframe. 1.6.Develop improved sales techniques relevant to the business customer and end consumer within a given territory.
2. Work with others to improve sales.	2.1.Openly discuss ideas on means to improve sales, service and performance strategies and share with team members, management and business customers. 2.2.Confirm procedures for accessing and using resources with team management. 2.3.Establish mechanisms to monitor the impact of improved sales and service strategies on personal performance targets.
3. Sell advantages of business relationship.	3.1.Identify advantages and benefits of long-term business relationships. 3.2.Develop and implement strategies to forge relationships with customers, build in-depth understanding of their needs, and develop trust and loyalty. 3.3.Promote advantages of exclusive working relationships to business customers. 3.4.Promote benefits to the end consumer of a business-to-business relationship. 3.5.Confirm features of different products and services and merchandise classifications with customers. 3.6.Explore opportunities to streamline business relationships and offer improved services to customers through efficient product delivery, effective provision of information, and timely problem

resolution.

3.7. Confirm **trading terms** for different products and services with each customer.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - build relationships with customers
 - communicate product range through clear and direct communication
 - consult with others
 - seek feedback and guidance
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- initiative and enterprise skills to use a range of sales approaches and techniques
- literacy and numeracy skills to:
 - document procedures for improving sales
 - establish, confirm and review trading terms
 - read and interpret information
- planning and organising skills to plan a personal training program in collaboration with team and supervisor
- self-management skills to identify own learning needs
- teamwork skills to collaborate in the workplace
- technology skills to use a range of business technology, including data input

Required knowledge

- advantages of maintaining long-term customer relationships
- alternative sales approaches across a range of situations
- variety of strategies for closing sales
- business policy and procedures in regard to:
 - allocated duties and responsibilities
 - customer service
 - selling products and services
- business customer relationships and current service range
- factors influencing customer decisions
- lifetime value of a customer
- relevant legislation, statutory requirements and codes of practice relating to the retail

industry, including:

- work health and safety (WHS)
- consumer law
- commercial law and legislation
- product knowledge, including:
 - availability
 - characteristics
 - comparative advantages
 - features
 - price
 - special features, such as warranties and after sales support
 - strengths and weaknesses

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- communicates performance summary information effectively to team members and senior colleagues according to business policy and procedures
- participates in personal and team sales performance evaluation to maximise future sales
- actively seeks feedback from peers and supervisors to identify personal skills gaps
- maintains communication with supervisors to access training and development needs in an agreed timeframe within the context of required work activities
- identifies, describes and constructs the foundations required for long-term customer relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant sources of product information
- relevant documentation, such as:
 - business policy and procedures manuals

- industry codes of practice and relevant legislation
- WHS legislation and codes of practice
- a range of business customers with different requirements
- an appropriate range of products or equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Communication may include:

- body language, including facial expressions
- electronic media, such as email
- reading, writing, speaking and listening
- telephone
- assistive technology, such as telephone typewriter (TTY)
- forms of visual communication, such as sign language
- languages other than English, including local community languages and Indigenous languages
- using open and inclusive language.

Supervisors and team members may:

- be responsible for a range of workplace functions
- come from a variety of social, cultural and ethnic backgrounds
- vary in competencies
- vary in literacy and numeracy skills.

Feedback may be sought and given:

- in groups
- in writing

Training and development may include:

- individually
- verbally.
- coaching and mentoring
- conferences
- formal training or education
- informal learning
- information seminars
- job rotation
- online learning.

Sales techniques may include:

- closing a sale
- cut-ins
- gaining a customer
- negotiation skills
- over-the-phone empathy creation
- range-ins
- securing payment
- tie-ins
- trade-ins
- trade-ups.

Business customer may include:

- commercial companies
- community and not-for-profit organisations
- customers with routine or special requests
- governments
- internal business units and divisions
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- public agencies or organisations.

Territory may be defined by:

- account customers
- demographic parameters
- size, type and location of stores
- territory size, location and geographic spread.

Sales, service and performance strategies may vary according to:

- product or service
- promotional strategies in regard to:
 - duration
 - cycle
 - area or territory coverage
 - product
 - service focus sales
 - objectives

- targets, such as:
 - price
 - profit
 - brand share
 - market share
 - sales outcomes.
- Resources** may include:
- relevant information
 - training materials
 - workplace equipment and technology.
- Advantages and benefits** may include:
- associated promotions
 - associated sales
 - market share
 - presentation or merchandising of the product
 - price
 - promotional tie-ins or co-location
 - quality
 - volume of sales.
- Matters affecting **trading terms** may include:
- continuous improvement
 - cost and price analysis
 - due diligence requirements
 - infrastructural and capital outlay requirements
 - intellectual property and technology rights
 - market position
 - organisational systems integration and compatibility
 - planning cycles and the time of the year
 - risk sharing
 - supply chain management
 - terms and conditions agreed
 - value for money
 - value management.

Unit Sector(s)

Wholesale

Competency Field

Sales

SIRWSLS302 Process product and service data

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS004A Process product and service data.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and process business-to-business sales, customer service and related product data using the existing business technology and systems.

This requires the use of business technology and systems to maintain an accurate product database to evaluate and forecast customer preferences and product or service performance, according to business policy and procedures.

Application of the Unit

This unit applies to sales and administrative staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source and process product and service data.	1.1.Source and report <i>product and service data</i> using <i>business technology and systems</i> . 1.2.Store, retrieve and relay <i>data</i> , according to business technology, information management systems and procedures. 1.3.Process product and service data, according to confidentiality, security and systems access requirements.
2. Monitor customer sales.	2.1.Monitor product mix for each <i>customer</i> to identify potential add-on sales. 2.2.Monitor customer sales figures to identify success of current <i>sales and supply targets</i> . 2.3.Enter information affecting future forecasts into the database in an accurate and timely manner. 2.4.Use <i>new technologies</i> to gather data from the field to expedite the sales and provide real time feedback to customers.
3. Maintain product database.	3.1.Maintain accurate and current details of products and services in <i>product database</i> , including deleting old items and inserting new items. 3.2.Collect and correctly process latest data. 3.3.Apply security procedures for access to database. 3.4.Build and maintain data records, according to <i>business policy and procedures</i> . 3.5.Collect information for reporting purposes using appropriate technology to convey product or service information. 3.6.Generate <i>reports</i> in line with business requirements.
4. Determine customer preferences.	4.1.Evaluate volume of products purchased by individual customers to anticipate future requirements and preferences. 4.2.Provide timely and accurate reports on information that can enhance decision making on provision of products and services to customers.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - analyse and evaluate information
 - interpret sales data
 - produce reports
 - read and interpret a range of written material initiative and enterprise skills to apply security procedures for business technology and systems
- planning and organising skills to collect and organise information
- time management skills to generate reports in a timely manner
- technology skills to use business technology and systems to:
 - generate reports to business requirements
 - input and process product and service data
 - maintain product databases
 - monitor customer preferences and sales and develop sales and supply targets
 - retrieve and use data appropriately
 - use business technology systems during security procedures

Required knowledge

- business policy and procedures in regard to:
 - data security and privacy
 - evaluation of product and service performance
 - reporting mechanisms
 - supply and distribution of products or services
 - use and maintenance of customer and sales data
- data processing requirements
- factors determining customer preferences
- work health and safety (WHS) with relation to use of computer equipment
- range of customers, and product and services offered
- storage and security of data and hardware or records systems
- types of data
- procedures for the use and maintenance of business technology and systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses business technology and systems to perform accurate data processing, storage and retrieval, according to data and systems security requirements and business policy and procedures
- collects and organises information to maintain accurate and current details of products and services in database
- uses database to perform accurate product or service performance evaluations and report accurate information on customer preferences across a range of customers and products or services, according to business policy and procedures
- interprets customer preference and product or service performance information to forecast customer preferences and requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant sources of product and service information
- relevant documentation, such as:
 - policy and procedures manuals
 - sales reports
 - business plans and objectives
- relevant business technology and systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolio of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may

be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product and service data may include:

- evaluation documentation
- financial statements
- invoices and payment requests
- offer and contract documents
- purchase requests and orders
- records of conversation
- records of supplier performance
- statements and petty cash vouchers
- tender submissions and proposals.

Business technology and systems may include:

- electronic data interchange (EDI)
- information management systems
- numerical keyboard equipment, including calculators
- personal computers or terminals (stand-alone or networked)
- point-of-sale terminals
- portable data entry
- printers
- sales and distribution systems
- scanners
- software, including:
 - word processing
 - databases
 - spreadsheets
 - financial
 - inventory.

Data may be:

- annual reports
- electronic and hard copy
- internal or external
- public
- secure
- statistical reports
- verbal.

Customers may include:

- business customers
- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Sales and supply targets may include:

- customer retention
- market share
- positioning with local businesses
- presentation or merchandising of products or services
- price
- quality
- shift in sales demographics
- volume of sales.

New technologies may be used for a range of sales purposes, including:

- real time:
 - checking stock arrival times
 - checking stock levels
 - processing orders
- sales presentation
- scheduling visits and service calls
- web-product demonstrations.

Details recorded in ***product database*** may include:

- dimensions and characteristics
- manufacturer or supplier
- packaging
- seasonal variations
- special events
- trends
- wholesale and retail prices.

Business policy and procedures may relate to:

- data security and privacy
- evaluation of product and service performance
- operation and maintenance of business technology reporting mechanisms
- supply and distribution of products or services
- use and maintenance of customer and sales data.

Reports may be:

- annual reports
- electronic or hard copy
- internal or external
- statistical reports
- verbal or written.

Unit Sector(s)

Wholesale

Competency Field

Sales

SIRWSLS303 Analyse and achieve sales targets

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS005A Analyse and achieve sales targets.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set, analyse and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives.

The unit covers identifying factors affecting sales performance, reviewing and analysing personal sales outcomes against agreed sales targets, and implementing strategies to attain sales targets, according to business policy and procedures.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse sales targets.	1.1. Confirm <i>team sales targets</i> according to <i>business policy and procedures</i> . 1.2. Analyse personal sales targets against <i>agreed parameters</i> . 1.3. Regularly monitor progress towards sales targets. 1.4. Analyse performance of different customers and areas to determine common factors supporting or deterring sales.
2. Determine factors affecting attainment of sales targets.	2.1. Evaluate <i>factors affecting sales performance</i> against the agreed sales targets. 2.2. Anticipate and address factors likely to impinge upon attainment of sales targets. 2.3. Approve amended or new sales targets according to business policy and procedures.
3. Attain sales targets.	3.1. <i>Initiate actions</i> to address customers with under-performing sales, and report progress to senior management in line with standard organisational policies and procedures. 3.2. Identify customers with strong sales performance and initiate actions to extend sales opportunities and sustain customer loyalty. 3.3. Identify changing business circumstances that may influence capacity to meet or exceed sales targets and determine a course of action to address the challenge. 3.4. Report sales progress to senior management using standard organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- collecting, analysing and organising skills to:
 - confirm and implement sales targets

- determine factors affecting sales performance
- establish personal sales targets against agreed parameters
- monitor progress towards sales targets
- literacy and numeracy skills to:
 - document procedures for improving sales
 - read and interpret information
 - review personal sales outcomes
- planning and organising skills to plan personal tasks and priorities
- time management skills to initiate regular evaluation of sales performance and adjust strategies and targets where required

Required knowledge

- business plans and targets affecting personal sales targets
- business policy and procedures
- customer needs
- factors affecting sales
- parameters determining successful attainment of personal sales targets
- range of products and services
- relevant business policy and procedures
- relevant legislation and statutory requirements relating to the retail industry, including
 - work health and safety (WHS)
 - consumer law
 - commercial law and legislation
- territory characteristics and features
- types of business customers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- collects and organises information to review and analyse personal sales outcomes against agreed sales targets, according to business policy and procedures
- identifies factors affecting sales performance and develops strategies to attain sales targets.

Context of and specific resources for

Assessment must ensure access to:

- a business-to-business sales work environment

assessment	• relevant documentation, such as: • business policy and procedures • business plans and objectives • a range of customers with different requirements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Team may include:	• business team • full-time, part-time, casual or contract staff • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions • people with varying degrees of language and literacy • small work teams.
Sales targets may vary, according to:	• merchandising and sales strategy • product or service • promotional strategies and their duration, cycle, territory coverage and product or service focus • sales strategy.
Business policy and procedures in relation to:	• approval processes • interaction with colleagues • interaction with customers • sale of products and services

- Agreed parameters*** may include:
- sales planning and evaluation.
 - customer accounts
 - customer satisfaction
 - market share
 - price
 - territory
 - trading terms
 - volume.
- Factors affecting sales performance*** may include:
- associated promotions
 - associated sales
 - competitor activities
 - customer requirements
 - logistics
 - market share
 - merchandise availability
 - presentation or merchandising of the product
 - promotional tie-ins or co-location
 - quality of products or services.
- Initiating actions*** to address customers with under-performing sales may include:
- assessing the impact of competitor's products and ability to offer better solution
 - exiting unviable relationship with customer
 - identifying reasons that may limit sales, including:
 - product suitability
 - quality of customer service
 - viability of the product line to the customer's business
 - offering alternative products.

Unit Sector(s)

Wholesale

Competency Field

Wholesale

SIRWSLS304 Build sales of branded products

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS006A Build sales of branded products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote, position and maximise the sale of branded products for a business in a thin sales territory.

The unit covers focussing on setting sales objectives, developing promotional strategies, monitoring sales, and ensuring outcomes are achieved for branded products.

Application of the Unit

The unit applies to sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements

Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Maximise sale of branded products in a territory.	1.1.Determine <i>characteristics</i> and market position of product or service sales in a <i>territory</i> . 1.2.Report <i>major competitor activity</i> in a sales territory, product or service area to supervising manager. 1.3.Process and action special requests from customer businesses distributing and selling <i>brand</i> . 1.4.Develop <i>sales plan</i> for a specific territory. 1.5.Build opportunities to value add to existing businesses. 1.6.Identify and report <i>special events</i> or opportunities for once-off sales and <i>promotional programs</i> . 1.7.Factor special events into sales plans.
2. Secure effective product positioning in business outlets.	2.1.Implement joint <i>merchandising plans</i> . 2.2.Plan and secure off-location <i>displays</i> . 2.3.Secure optimal locations for product displays. 2.4.Confirm products or services are available for promotions and supply agreements in a timely manner. 2.5.Foster <i>cooperative strategies</i> with management of business customers to maximise product or service sales.
3. Report on sale of branded products within a territory.	3.1.Complete sales <i>reports</i> on branded product for a territory. 3.2.Report key activities by product, brand or service type for specific customers or other variables. 3.3.Report success of <i>sales strategies</i> for branded product within a territory. 3.4.Submit <i>recommendations</i> for improving sales of branded products in the territory to team management.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- collecting, analysing and organising skills to:
 - determine current market position
 - evaluate success of sales strategies for branded product
 - identify positioning of major competitors
 - identify special events and anticipate customer demands
 - monitor progress towards sales targets
 - provide recommendations for improving sales
- communication and interpersonal skills to:
 - liaise with customers
 - negotiate with and persuade customers
- literacy and numeracy skills to:
 - develop sales reports
 - read and interpret information
 - review sales outcomes
- planning and organising skills to:
 - implement joint plans
 - develop and implement sales plans
 - plan personal tasks and priorities
- selling skills to promote branded products
- teamwork skills to foster cooperative strategies and collaboration

Required knowledge

- analysis and reporting requirements
- relevant legislation and statutory requirements relating to the retail industry, including:
 - work health and safety (WHS)
 - commercial law and legislation
- key components of planning cycles
- relevant business policy and procedures
- special events that affect a territory or business customer's account
- strategies that foster cooperative planning
- territory coverage plans
- territory features and service characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • collects and organises relevant information to identify factors affecting sales of branded products • determines market share for branded products and develops sales objectives and strategies to maximise sales • ensures productive product positioning in business outlets • implements and provides support for joint merchandising plans with business customers • proactively identifies and responds to special events and opportunities to build sales of branded products within a territory or with a business customer.
Context of and specific resources for assessment	Assessment must ensure access to: • a business-to-business sales work environment • relevant documentation, such as: • business policy and procedures • sales plans and objectives • a range of business customers with different requirements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Characteristics</i> may include:	• features and benefits • price range • supplier or manufacturer information

- target group.
- Territory*** may be defined by:
 - account customers
 - demographic parameters
 - size, type and location of businesses
 - territory size, location and geographic spread.
- Major competitor activity*** may include changes to:
 - customer retention figures
 - market share
 - positioning with local businesses
 - presentation or merchandising of products or services
 - price
 - quality
 - sales demographics
 - volume of sales.
- Brand*** may encompass:
 - company brands
 - intellectual property
 - product brands
 - register trademarks
 - registered brands
 - supplier brands.
- Sales plan*** for a specific territory may take into account:
 - business merchandise range
 - characteristics of the specific products or services
 - customer confidence and expectations
 - customer demographics
 - relevant business policy and procedures
 - relevant legislation and statutory requirements
 - size, type and location of business
 - types of products and services provided.
- Special events*** may include:
 - promotional campaigns
 - recreational events, such as sporting events and public gatherings
 - seasonal events, such as holidays.
- Promotional programs*** may include:
 - advertising materials
 - events
 - gift merchandise and promotional materials
 - loyalty programs
 - manufacturer product or service campaigns
 - sales discounts
 - seasonal campaigns
 - special displays
 - staff uniforms, badges and hats.
- Merchandising plans***
 - new products

may include:

- new range
- promotional activities
- signage.

Displays may include:

- displays for promotional photography
- exhibition displays
- new products
- new range
- promotion
- sale
- window displays.

Cooperative strategies
with business customers
may include:

- co-branding
- collaborative planning
- improved trading terms
- joint promotions
- pricing
- special events support.

Reports on branded
product for a territory
may include information
on:

- business customer requests
- competitor activities
- display disputes
- end consumer complaints
- product problems
- recalls.

Sales strategies may
vary with:

- brand type
- marketing campaigns
- product or service
- promotional strategies and their duration, cycle, territory coverage and product or service focus
- territory.

Recommendations may
be given:

- in groups
- in writing
- individually
- verbally.

Unit Sector(s)

Wholesale

Competency field

Sales

SIRWSLS305 Optimise customer and territory coverage

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS003A Optimise customer and territory coverage.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to efficiently plan and service business customers within a defined territory, and seek opportunities to improve territory coverage.

The unit requires frequent and effective communication with business customers to capture accurate and relevant feedback for an assigned territory, and identify and seize opportunities to improve territory coverage or service efficiency according to defined sales and service standards and objectives.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish coverage plan for a territory.	1.1.Ensure coverage plans meet business <i>performance objectives</i> and service standards. 1.2.Set <i>territory coverage plans</i> to ensure <i>customer coverage</i> in a timely and effective manner.
2. Report on business visits.	2.1.Complete business visits according to <i>territory</i> plan. 2.2.Establish procedures for field team to collect and report <i>customer information</i> and <i>feedback</i> . 2.3.Analyse and action <i>customer feedback</i> from a territory, or send to relevant territory or management personnel for action. 2.4.Prepare required <i>documentation</i> immediately after each business visit. 2.5.Collate documentation from business visits and keep in a secure location. 2.6.Prepare documentation and submit, according to agreed timeframe, format and level of detail.
3. Improve customer or territory coverage.	3.1.Determine needs and expectations of business customers. 3.2.Determine current satisfaction levels with service and product. 3.3.Initiate actions to improve business customer satisfaction levels. 3.4.Seize opportunities to optimise coverage of a territory and coverage for a customer. 3.5.Confirm opportunities for merchandising improvements or joint <i>promotional activities</i> with business customers and report to relevant supervisor.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- collecting, analysing and organising skills to:

- determine customer needs
- establish territory coverage plan
- research information on which to base improvement of territory coverage
- communication and interpersonal skills to:
 - negotiate with and persuade customers
 - sell to customers
- literacy and numeracy skills to:
 - collect and report information and feedback
 - document procedures for improving sales
 - read and interpret information
- planning and organising skills to plan personal tasks and priorities
- problem-solving skills to identify needs and optimise coverage
- time management skills to prepare and collate business visit documentation in a timely manner

Required knowledge

- business policy and procedures for servicing customers
- competitor activity
- customer needs
- customer satisfaction levels
- merchandise and sales strategies within territory
- relevant legislation and statutory requirements relating to the retail industry, including work health and safety (WHS)
- range of products and services for each customer within a territory
- relevant contact personnel in businesses
- territory characteristics and features
- types of business customers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies and describes business performance objectives and service standards
- visits and communicates effectively with business customers to capture accurate and relevant feedback for an assigned territory as frequently as required
- prepares accurate and insightful reports on customer

	feedback and business visits, according to agreed timelines, format and level of detail • arranges joint promotional activities to enhance business customer and end consumer satisfaction levels and attain sales targets • identifies and seizes opportunities to improve territory coverage or service efficiency • completes all tasks in a satisfactory and timely manner, and in consideration of sales and service standards and objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • a business-to-business sales work environment • relevant documentation, such as: • business policy and procedures • business plans and objectives • a range of business customers with different requirements • appropriate business technology.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • review of portfolios of evidence and third-party workplace reports of on-the-job performance • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Performance objectives may include:

- customer retention
- market share
- positioning with local businesses
- presentation or merchandising of products or services

	• price • quality • shift in sales demographics • volume of sales.
<i>Territory coverage plans</i> may take into account:	• business merchandise range • characteristics of the specific products or services • customer confidence and expectations • customer demographics • relevant business policy and procedures • relevant legislation and statutory requirements • size, type and location of business • types of products and services provided.
<i>Customer</i> may include:	• business customers • customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
<i>Territory</i> may be defined by:	• account customers • demographic parameters • size, type and location of stores • territory size, location and geographic spread.
<i>Customer information</i> may include:	• details of items bought or returned • name and contact details • needs and preferences • transaction records.
<i>Feedback</i> may be sought and given:	• in groups • in writing • individually • verbally.
<i>Customer feedback</i> information may include:	• competitor activities • display disputes • end consumer complaints • needs, preferences and requests • pricing • product problems • product turnover • recalls • satisfaction levels.
<i>Documentation</i> may relate to:	• missing lines • missing tickets

Promotional activities
may include:

- shelf management.
- advertising materials
- events
- gift merchandise and promotional materials
- loyalty programs
- manufacturer product or service campaigns
- sales discounts
- seasonal campaigns
- special displays
- staff uniforms, badges and hats.

Unit Sector(s)

Wholesale

Custom Content Section

Sales

SIRXADM001A Apply retail office procedures

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply retail office procedures. It involves processing mail, operating office equipment, filing and retrieving documents, establishing contact with customers and preparing simple correspondence.

Application of the Unit

This unit applies to sales and administrative staff who operate and maintain office equipment, receive and dispatch correspondence in a variety of formats, file and retrieve documents, communicate with internal and external customers, and prepare simple correspondence according to store policy and procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process incoming and outgoing mail.	1.1. <i>Sort and dispatch incoming mail</i> to nominated recipients or locations. 1.2.Collect and check outgoing mail to ensure all items are correctly prepared for dispatch. 1.3.Record mail according to <i>store policy and procedures</i> . 1.4.Dispatch mail within designated time limits.
2. Process bulk mail.	2.1.Collate documents as required. 2.2.Sort and batch envelopes according to Australia Post specifications. 2.3.Lodge batched items for delivery.
3. Operate office equipment.	3.1.Identify appropriate <i>equipment</i> for intended application. 3.2.Operate equipment according to manufacturer instructions. 3.3.Identify and rectify equipment faults or report to <i>relevant personnel</i> . 3.4.Follow opening and shutdown processes according to store procedures. 3.5.Apply maintenance program for equipment to ensure down time is minimised.
4. File and retrieve documents.	4.1. <i>File documents</i> according to store policy. 4.2.Identify and retrieve documents as requested. 4.3.Update and modify existing records. 4.4.Remove, process and store designated inactive files according to store policy.
5. Establish contact with internal and external customers.	5.1.Use telephone system functions according to store policy. 5.2.Obtain and accurately record telephone and fax number or email <i>address</i> . 5.3.Answer incoming calls promptly and according to store policy. 5.4.Establish and clearly convey purpose of <i>contact</i> . 5.5.Transfer or place calls on hold as required. 5.6.Keep customers informed of delays and action being taken. 5.7.Record messages accurately and promptly return calls if

required.

6. Prepare simple correspondence.	6.1.Prepare and present correspondence for approval or signature according to set timeframes.
	6.2.Write text using clear, concise language.
	6.3.Use correct spelling, punctuation and grammar.
	6.4.Use standard form letters according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- technical skills to operate a range of office technology
- planning and organising skills to complete tasks in a set timeframe
- literacy and numeracy skills to:
 - process, record and document information
 - generate a range of retail documents
- interpersonal communication skills to:
 - report equipment faults
 - answer telephone calls and keep customers informed of delays and action being taken thorough clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required Knowledge

- store policy and procedures in regard to:
 - store administration and clerical systems
 - receiving and dispatching incoming and outgoing mail
 - processing information
 - reporting problems and faults
- relevant regulatory and licensing requirements, such as:

- Work Health and Safety (WHS)
- privacy policies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies procedures for the processing of mail, including bulk mail
- operates and maintains office equipment according to store policy and procedures
- files and retrieves documents according to store policy and procedures
- follows procedures for establishing contact with internal and external customers
- applies procedures for the preparation of simple correspondence.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - manufacturer instructions and operation manuals
- a range of retail equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXICT001A Operate retail technology
- SIRXFIN002A Perform retail finance duties.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Procedures to ***sort and dispatch incoming mail*** may relate to:

- internal systems
- Australia Post
- courier services.

Store policy and procedures in regard to:

- store administration
- clerical systems
- operating and maintaining retail equipment.

Equipment may include:

- fax machine
- telephone system
- photocopier
- answering machine or voicemail
- public address system
- paging system
- franking machine
- typewriters
- computers
- calculators
- adapted equipment for people with a disability, for example, talking calculators, computer hard and software, and TTY.

Relevant personnel may include:

- supervisor
- team leader
- manager.

Systems used to record or ***file documents*** may be:

- manual
- electronic.

Contact may be established by:

- telephone
- fax
- email
- letter
- face-to-face contact.

Unit Sector(s)

Cross-Sector

Competency field

Administration

SIRXADM002A Coordinate retail office

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a retail office. It involves maintaining office procedures, processing data in response to information requests, composing reports and correspondence, maintaining recording and filing systems and maintaining digital storage media and computer filing systems.

Application of the Unit

This unit applies to team member who coordinate a retail office, responding accurately and appropriately to requests for information and maintaining records and filing systems, including computerised records, according to store policy and procedures. Those with managerial responsibility undertake this unit.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain office procedures.	1.1. Monitor, record and <i>order</i> office supplies as required according to <i>store policy and procedures</i>. 1.2. Implement store policy and procedures in regard to <i>special requests and requirements</i>, according to set timeframes.
2. Process data in response to information requests.	2.1. Document requests for information and identify responses according to store policy. 2.2. Identify <i>relevant external information sources</i>. 2.3. Obtain <i>access to identified sources</i>. 2.4. Access and extract <i>relevant information</i>. 2.5. Identify and offer <i>options and alternatives</i> where available information does not match defined needs. 2.6. Accurately copy or summarise extracted information. 2.7. Compile and update appropriate records required for regulatory compliance to maintain security and confidentiality of contents.
3. Compose reports and correspondence.	3.1. Collate relevant information and edit as required. 3.2. Use clear, concise, easily understood language when writing text. 3.3. Use correct spelling, punctuation and grammar. 3.4. Draft and set out correspondence and reports according to store policy. 3.5. Produced edited report and dispatch to <i>relevant personnel</i>. 3.6. Copy and securely file final report according to store policy.
4. Maintain existing recording and filing systems.	4.1. Maintain <i>recording and filing systems</i> according to store policy. 4.2. Allocate new documents to designated category. 4.3. Monitor the issue and return of documents to ensure the integrity of the system is maintained. 4.4. Archive, remove and update documents to ensure appropriate space available for current records. 4.5. Identify and locate required files and dispatch to nominated person or section within designated time limits.

- 4.6. Monitor and record file and document movements.
- 4.7. Maintain documents in good condition and in correct location.
- 4.8. Separate confidential files from general files, with access available to nominated personnel only.
- 4.9. Monitor security system to ensure issued files are traceable at all times.
5. Maintain computer storage media.
 - 5.1. Maintain storage media and filing system according to store policy and procedures.
 - 5.2. Format **digital storage media** using correct procedures.
 - 5.3. Create back up files to ensure safety, security and confidentiality of files is maintained.
 - 5.4. Store back up files in the designated manner and location.
 - 5.5. Regularly perform virus checks on the system and back up storage media.
 - 5.6. Store **hardware** according to manufacturer instructions.
 - 5.7. File and store software according to organisational procedures.
 - 5.8. Observe **Work Health and Safety (WHS) guidelines** relating to screen based equipment and ergonomic work stations.
6. Maintain computer filing system.
 - 6.1. Determine document filing requirements.
 - 6.2. Create a filing system that reflects the size, nature and complexity of the workplace.
 - 6.3. Implement security checks where necessary.
 - 6.4. Add file names to the filing system as required.
 - 6.5. Update the filing system regularly by deleting or archiving old files.
 - 6.6. Exit programs according to screen prompts to preserve data.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to:
 - process, record and document information
 - write reports
 - use various computer software packages
- interpersonal communication skills to:
 - deal with information requests through clear and direct communication
 - ask questions to identify and confirm requirements

- share information
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication

Required knowledge

- store policy and procedures in regard to:
 - store administration and financial systems
 - systems and methods for organisation of work routine
 - appropriate clerical or office systems
 - mail procedures
 - transport procedures, including cab charge and courier systems
 - systems and procedures for processing information
- types and functions of records management systems
- types and functions of office technology, including:
 - computer
 - printer
 - software packages
 - installation of hardware and software packages
 - software licensing requirements
- relevant WHS requirements in relation to the retail office
- principles and techniques in interpersonal communication skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently implements workplace office procedures
- responds accurately and appropriately to requests for information according to store policy
- consistently applies procedures for maintaining records and filing system, including computerised records.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- sample policy and procedures in regard to:
 - store administration and clerical or office systems
 - processing of information

- format and technical vocabulary
- WHS legislation and codes of practice
- a range of office equipment, including:
 - computer
 - printer
 - software packages
 - a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Ordering procedures may include:

- fax
- phone
- email
- internet.

Store policy and procedures in regard to:

- store administration and clerical systems
- document format and technical vocabulary.

Special requests and requirements may include:

- mail
- ordering of stock
- bill payment
- taxation paperwork
- courier service
- transport, e.g. taxi, cab charge
- special mail procedures.

External information sources

- distributors

may include:

- suppliers
- manufacturers
- technical support personnel
- maintenance personnel.

Modes of ***access to identified sources*** may include:

- contact person
- contact details.

Relevant information may include:

- orders
- files
- letters
- correspondence
- warranties.

Options and alternatives may be limited by:

- regulatory requirements
- cost-effectiveness
- store policy.

Relevant personnel may include:

- relevant managers
- supervisor
- team leader.

Recording and filing systems may be:

- paper-based
- electronic.

Digital storage media may include:

- floppy disk
- USB drive
- zip disk
- CD-ROM
- DVD-ROM
- digital tape
- external hard drive.

Hardware may include:

- computer
- keyboard or typewriter
- printer
- scanner
- monitor
- mouse
- storage media.

OHS guidelines may include:

- lighting
- seating
- posture
- ventilation
- glare and reflection
- keyboard equipment and radiation
- eye strain

- setting up work stations.

Unit Sector(s)

Cross-Sector

Competency field

Administration

SIRXCCS201 Apply point-of-sale handling procedures

Modification History

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

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS001A Apply point-of-sale handling procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Operate point-of-sale equipment.	1.1.Open and close point-of-sale terminal according to <i>store policy and procedures</i>. 1.2.Clear point-of-sale terminal and transfer tender according to store procedure. 1.3.Handle cash according to store security procedures. 1.4.Maintain supplies of change in point-of-sale terminal according to store policy. 1.5.Attend active point-of-sale terminals according to store policy. 1.6.Complete records for transaction errors according to store policy. 1.7.Maintain adequate supplies of dockets, vouchers and <i>point-of-sale documents</i>. 1.8.Inform <i>customers</i> of delays in the point-of-sale operation where required.
2. Ensure accuracy of transactions.	2.1.Identify and perform <i>numerical calculations</i> to ensure accurate pricing and collection of money. 2.2.Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3. Perform point-of-sale transactions.	3.1.Complete <i>point-of-sale transactions</i> according to store policy. 3.2.Identify and apply store procedures in respect of cash and non cash transactions. 3.3.Identify and apply store procedures in regard to exchanges and returns. 3.4.Move goods through point-of-sale area efficiently and with attention to fragility and packaging. 3.5.Enter information into <i>point-of-sale equipment</i>. 3.6.State price or total and amount of cash received verbally to customer. 3.7.Tender correct change.

4. Complete sales.
 - 4.1. Complete customer order forms, invoices and receipts and process any loyalty card transactions.
 - 4.2. Identify and process customer delivery requirements according to set timeframes.
 - 4.3. Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.
 - 4.4. Acknowledge and thank customer in line with store policy and procedures.
5. Wrap and pack goods.
 - 5.1. Maintain and request adequate supplies of **wrapping and packaging materials**.
 - 5.2. Select appropriate wrapping or packaging material.
 - 5.3. Wrap merchandise neatly and effectively where required.
 - 5.4. Pack items safely to avoid damage in transit, and attach labels where required.
 - 5.5. Arrange transfer of merchandise for parcel pick up or other **delivery methods** if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - inform customers of delays
 - listen actively
 - request adequate supplies of wrapping material or bags through clear and direct communication
 - share information
 - state price or total and amount of cash received
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- self-management skills to:
 - deal with different types of transactions
 - follow set routines and procedures
- literacy and numeracy skills to:
 - document sales and delivery information
 - render change
 - undertake work functions, including addition, division, multiplication, percentages and subtraction

Required knowledge

- cash and non-cash handling procedures, including:
 - balancing point-of-sale equipment
 - calculating non-cash documents
 - change required, denominations of change and tendering change
 - clearance of terminal and transference of tender
 - counting cash
 - maintenance of cash float
 - opening and closing point-of-sale terminal
 - recording takings
 - security of cash and non-cash transactions
- functions and procedures for operating point-of-sale equipment, including:
 - calculators
 - electronic scales
 - numerical display board
 - registers
- merchandise handling techniques, including wrapping and packaging techniques
- range of services provided by the store
- relevant legislation and statutory requirements, including:
 - industry codes of practice
 - work health and safety (WHS)
 - Australian consumer law
 - scanners
- store policy and procedures in relation to:
 - allocated duties and responsibilities
 - bag checking
 - customer service
 - exchanges and returns
 - handling, packing and wrapping goods or merchandise
 - point-of-sale transactions
- stock availability
- key features of a calculator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates point-of-sale equipment according to manufacturer instructions and store policy and procedures
- applies store policy and procedures in regard to cash handling and point-of-sale transactions
- interprets, calculates and records numerical information accurately
- processes sales transaction information responsibly and accurately according to store policy and procedures
- applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - stock, inventory and price lists
 - financial transaction dockets and slips
 - lay-by, credit and product return slips
 - store policy and procedures manuals
- a range of point-of-sale equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the work
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, work and job role is recommended, for example:

- SIRXCCS202 Interact with customers
- SIRXFIN201 Balance and secure point-of-sale terminal
- SIRXINV001A Perform stock control procedures
- SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Store policy and procedures*** in regard to:
- cash handling
 - financial transactions
 - handling techniques of stock
 - operation of point-of-sale equipment
 - sales transactions
 - security.
- Point-of-sale documents*** may include:
- credit slips
 - lay-by slips
 - message pads
 - order forms
 - product return slips
 - promotional materials.
- Customers*** may include:
- customers with routine or special requests
 - internal and external contacts
 - new or repeat contacts
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.
- Numerical calculations*** may include:
- addition and subtraction
 - calculations of cash amounts and change
 - calculations of discount amounts
 - estimation of quantities
 - measurement
 - multiplication and division
 - percentages.
- Point-of-sale transactions*** may include:
- cheques
 - credit cards and store cards
 - EFTPOS
 - exchanges
 - gift vouchers
 - lay-by
 - returns
 - smart cards
 - travellers cheques.
- Point-of-sale equipment*** may include:
- cash drawer
 - cash register
 - EFTPOS terminal
 - electronic scales
 - numerical display board

Wrapping and packaging materials may include:

- scanner
- security tagging.
- adhesive tape
- bags
- boxes
- bubble wrap
- gift wrapping
- paper
- ribbon
- string.

Delivery methods may include:

- courier
- domestic or international delivery
- freight
- parcel pick-up
- post or express post.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS202 Interact with customers

Modification History

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

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS002A Interact with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.

The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Deliver service to customers.	1.1. <i>Communicate</i> with <i>customers</i> in a professional, courteous manner according to store policy. 1.2. Meet <i>customer needs</i> and reasonable requests or refer to supervisor, according to store policy and <i>legislative requirements</i>. 1.3. Record customer details and information where necessary. 1.4. Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction. 1.5. Recognise and act upon opportunities to deliver additional levels of <i>service</i> beyond the customer's immediate request. 1.6. Maintain contact with customer until sale is completed according to store policy. 1.7. Use verbal and non-verbal communication to develop rapport with customers during service delivery. 1.8. Encourage repeat customers by promotion of appropriate services or products according to store policy. 1.9. Farewell customer appropriately and courteously according to store policy.
2. Respond to customer complaints.	2.1. Convey a positive, helpful attitude to customers when handling <i>complaints</i>, according to store policy. 2.2. Handle complaints sensitively, courteously and with discretion. 2.3. Establish and confirm with customer nature of complaint by active listening and questioning. 2.4. Take action to resolve complaint to customer's satisfaction wherever possible. 2.5. Promptly refer unresolved customer dissatisfaction or

- complaints to supervisor.
- 2.6. Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customer according to store policy.
- 2.7. Complete documentation regarding customer dissatisfaction or complaints accurately and legibly.
- 2.8. Take **follow-up action** as necessary to ensure customer satisfaction.
3. Receive and process sales orders.
- 3.1. Record customer details and information accurately.
- 3.2. Promptly refer customers to appropriate area as required.
- 3.3. Provide customers with information in clear, concise manner.
- 3.4. Process, record and act upon sales orders according to store policy.
- 3.5. Process customer returns or refunds according to store policy and procedures.
4. Identify special customer requirements.
- 4.1. Promptly identify customers with special needs or requirements by observation and questioning.
- 4.2. Verbally and non-verbally convey a willingness to assist.
- 4.3. Promptly service, refer or redirect customers' needs as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - build rapport and understanding
 - clarify and feed back information
 - deal with difficult customers
 - listen to customers' needs
 - negotiate with and persuade customers to buy
 - promote products and services
 - respond to complaints effectively and politely
- literacy and numeracy skills to:
 - calculate costs and discounts
 - document sales, stock and delivery information
 - follow procedures for recording customer orders that are placed in person, by telephone or by electronic means

- handle legal tender
- take messages in person or by telephone
- write records of complaints
- weigh and measure goods
- observation and analysis skills to anticipate customer behaviour
- self-management skills to follow set routines and procedures

Required knowledge

- add-on selling concepts
- conflict-resolution strategies
- functions and procedures for operating the store telephone system and other communication equipment, and the relevant numbers
- greeting and farewelling techniques
- location of store departments
- merchandise and service range of store departments
- non-verbal cues indicating customer behaviour
- questioning and active listening techniques
- relevant legislation and statutory requirements, including work health and safety (WHS)
- store policy and procedures in regard to:
 - customer service
 - dealing with customer complaints
 - allocated duties and responsibilities
 - customer returns and refunds
 - lay-by, gift voucher and rain-check procedures
- strategies for handling difficult or abusive customers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures
- identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies
- collaboratively works within a team to meet customers' needs

- applies store policy and procedures and industry codes of practice in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - sales order forms
 - complaint and return forms
 - stock, inventory and price lists
 - store policy and procedures manuals
- a range of customers with different requirements
- point-of-sale equipment and materials
- a communication system or a range of communication equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXFIN201 Balance and secure point-of-sale terminal
- SIRXINV001A Perform stock control procedures
- SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility

of the item, and local industry and regional contexts) may also be included.

Communication

techniques may include:

- face-to-face or telephone contact with customers
- non-verbal communication
- speaking clearly and concisely
- using appropriate language
- using open and inclusive language.

Customers may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Store policy may relate to:

- cash handling
- customer service
- dealing with customer complaints
- processing sales orders.

Customer needs may include:

- information regarding store facilities and services
- location of specific items within the store
- product information
- returns or refunds.

Legislative requirements may include:

- liquor licensing regulations
- lottery legislation
- sale of second-hand goods
- sale of X and R-rated products
- tobacco laws
- Trade Practices Act
- trading hours
- transport, storage and handling of goods.

Service may include:

- all store activities
- internal and external customers
- follow-up in event of delays in service provision.

Complaints may relate to:

- prices
- products
- service.

Follow-up action may require:

- communication with:
 - customers
 - staff
 - supervisors and management
 - suppliers
- recommendations to supervisor regarding policy and procedure development or alteration.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS203 Promote loyalty programs

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote loyalty programs to customers. It covers the development of relationships with customers to identify regular and new repeat customers, and customers eligible for specific loyalty programs.

Application of the Unit

This unit applies to frontline service staff and supervisors. It requires the team member to promote loyalty programs to customers and to offer loyalty rewards to specific customers according to workplace procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Clarify details of loyalty programs.	1.1. Identify and review organisational information relating to <i>loyalty programs</i> . 1.2. Identify customer eligibility criteria and benefits for different loyalty programs. 1.3. Identify specific terms and conditions of different loyalty programs.
2. Promote participation in loyalty programs.	2.1. <i>Develop relationships with customers</i> to identify eligibility for different loyalty programs. 2.2. Explain benefits, terms and conditions of loyalty programs to eligible customers. 2.3. Assist customers with loyalty program enrolment documentation. 2.4. Process loyalty program documentation according to workplace procedures.
3. Offer loyalty rewards.	3.1. Identify personal responsibility and limitations in relation to offering <i>rewards for customer loyalty</i> . 3.2. Identify, and develop relationships with, regular customers and offer appropriate rewards for repeat business according to store policies. 3.3. Identify, and develop relationships with, new repeat customers and offer appropriate rewards for repeat business according to store policies.
4. Review customer responses to loyalty programs.	4.1. Consider outcomes of loyalty program promotion to eligible customers and discuss potential for improvement with relevant staff. 4.2. Consider outcomes of offers of loyalty rewards to regular and new repeat customers and discuss potential for improvement with relevant staff. 4.3. Apply suggested improvements to build customer loyalty as directed by relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions and listen actively
 - establish rapport and develop trust
 - inform customers
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to:
 - assist with completion of documentation
 - interpret procedures
- self-management skills to follow set routines and procedures
- technical skills to operate store equipment

Required knowledge

- functions and procedures for operating store equipment
- location of stores or store departments
- merchandise and service range of store departments
- relevant legislation, statutory requirements and codes of practice relating to the retail industry, including work health and safety (WHS)
- store policy and procedures in regard to:
 - customer service
 - loyalty programs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies eligibility, benefits, terms and conditions of different loyalty programs
- explains loyalty programs to eligible customers
- assists customers in completing and processing loyalty program documentation
- offers formal and informal rewards to customers within

	scope and limitation of own role • suggests improvements to loyalty programs and implements changes as directed.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • an organisational loyalty program, including: • customer eligibility criteria • customer benefits • customer promotional information • program operating guidelines for staff • specific terms and conditions • new and repeat customers.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • role play • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Loyalty programs</i> may include:	• cash back cards • exclusive events or services • instant rewards cards • loyalty points cards • VIP member cards • vouchers.
<i>Developing</i>	• active listening

relationships with***customers*** may include:

- developing trust
- encouraging expression of preferences
- establishing rapport
- face-to-face or telephone contact with customers
- non-verbal communication
- speaking clearly and concisely
- using language that is appropriate, open and inclusive.

Rewards for customer***loyalty*** may include:

- discounted prices
- free gifts
- invitations to special events.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS304 Coordinate interaction with customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCCS003A Coordinate interaction with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management, and leading a customer service team.

This unit covers the ability to coordinate a customer service team, provide accurate feedback to management on operational and procedural matters related to customer service, and supervise the resolution of customer complaints according to store policy.

Application of the Unit

The unit applies to staff with team leadership and managerial responsibility.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement customer service standards.	1.1. Monitor service standards according to store policy . 1.2. Identify deficiencies in service and take action as required according to store policy. 1.3. Convey store and legislative policies and procedures in relation to customer service provision to team members. 1.4. Give feedback on quality of service provision to team members and management on a regular basis and according to store policy.
2. Implement store policy regarding customer complaints.	2.1. Monitor service standards to ensure store policy in regard to customer complaints is implemented by sales staff. 2.2. Authorise, action, or refer to a higher authority procedures to resolve customer complaints according to store policy. 2.3. Satisfy customers' special needs where appropriate according to store policy.
3. Communicate with management.	3.1. Refer to management current store policies on customer service issues that may affect the operation of the department or section. 3.2. Provide operational information to management and other supervisors in order to facilitate customer service planning.
4. Lead customer service team.	4.1. Interpret and communicate store policy and procedures and apply to store operation. 4.2. Motivate, coach and mentor team members to achieve a high standard of service to customers. 4.3. Ensure team access to current information on staff issues and operations. 4.4. Clarify, plan and allocate team tasks in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources. 4.5. Inform team of changes in store service policy and procedures that affect their roles and responsibilities. 4.6. Provide feedback to team in regard to achievement or non-achievement of agreed service standards and performance targets in line with standard store policy and procedures. 4.7. Encourage team members to contribute feedback in regard to

achievement of performance targets and to offer suggestions for improved processes.

4.8. Handle routine problems using appropriate **problem-solving** techniques and refer to management if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - coach and give feedback
 - lead teams
 - make group presentations
 - negotiate, persuade and motivate
 - participate in performance analysis
 - question, listen and observe
 - use verbal and non-verbal communication
- literacy skills to:
 - complete a proforma for feedback to management
 - read and interpret store policy and procedures
- problem-solving skills to handle routine problems

Required knowledge

- interpersonal communication techniques
- lines of communication to staff and management
- merchandise and service range of the store
- relevant industry codes of practice relating to interaction with customers
- store policy and procedures in regard to:
 - customer service
 - customer complaints about products or individual staff
 - staff supervision
 - monitoring team performance
 - discipline
 - grievance handling
 - allocating duties and responsibilities
 - meetings
 - store appraisal

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- proactively coordinates a team in the provision of quality customer service according to store policy by:
 - allocating tasks
 - applying store policy
 - consulting with staff
 - conveying relevant information
 - identifying deficiencies
 - monitoring performance
 - motivating staff
 - solving routine problems
- provides accurate feedback to management on operational and procedural matters related to provision of customer service
- supervises the resolution of customer complaints according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - industry codes of practice
 - legislation and statutory requirements
 - reporting proformas
 - store policy and procedures manuals
- a range of customers with different requirements
- a client service team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Service standards may apply to:

- all store activities
- internal and external customers.

Store policy may relate to:

- customer service
- dealing with customer complaints
- staff supervision.

Legislative policies and procedures may include:

- liquor licensing regulations
- lottery legislation
- sale of second-hand goods
- sale of X and R-rated products
- tobacco laws
- Australian consumer law
- trading hours
- transport, storage and handling of goods.

Teams may include:

- corporate team
- small work team
- store team.

Feedback may include:

- informal and formal meetings
- presentations
- verbal reports
- written reports.

Customers may include:

- customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
- customers with routine or special needs
- internal or external customers
- new and existing customers.

Operational information may include:

- routine or busy trading times
- sales trends
- varying levels of staff training.

Problem solving may be affected by:

- resource implications
- store policy and procedures.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS305 Maintain business to business relationships

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXCCS006A Maintain business to business relationships. Content and element added addressing functions to improve business customer outcomes and business relationships.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain enduring relationships with business customers, focusing on identification of customer needs.

This unit covers the identification of key customer contacts and service-specific customer needs. It requires conformance with trading terms and the building of customer contacts to maintain sustainable business relationships.

Application of the Unit

This unit applies to sales team members who build a customer base and then service its needs.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain close contact with business customers.	1.1. Confirm <i>relevant contact personnel</i> for each business or account customer. 1.2. Participate and contribute to <i>team</i> efforts to service business customers. 1.3. Build external relationships to improve <i>supply chain efficiency</i> . 1.4. Maintain business customer contact consistent with <i>business policy and procedures</i> .
2. Identify business customer needs.	2.1. Confirm means to <i>identify</i> business customer needs. 2.2. Consult relevant customer contacts to review business needs. 2.3. Analyse current business and <i>promotional activities</i> and determine future directions. 2.4. Outline and confirm <i>trading terms</i> for specific customers. 2.5. Confirm pricing policy and procedures. 2.6. Process business reviews using latest forecasts of current and future trends.
3. Improve business customer outcomes and business relationships.	3.1. Report, promote and advocate the needs of business customers and end consumers within the organisation. 3.2. Establish and use quality assurance and compliance procedures to qualify and quantify business customer needs. 3.3. Use judgement to guide the standards of quality required to meet business customer service needs and expectations. 3.4. Anticipate future business customer needs and factor into management activities. 3.5. Provide regular, effective and targeted feedback to business customers regarding the services and the value that is provided.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to facilitate:
 - building relationships with business customers
 - consultation
 - dispute resolution
 - negotiation
 - presentation
- literacy skills to read, analyse and interpret a range of business policy and procedures, documents and research information
- planning and organising skills to:
 - collect and organise information
 - prioritise work schedule
 - process business forecasts for implementation
 - review business needs and basic forecasts
- problem-solving skills to anticipate future business customer needs
- self-management skills to:
 - confirm trading terms, pricing policies and other relevant procedures to customers
 - demonstrate flexibility when communicating within teams and responding to customers
 - identify and maintain key contact personnel at customer businesses
- teamwork skills to contribute to team service to specific customers
- technology skills to use technology effectively

Required knowledge

- business policy and procedures for building relationships with business customers
- information sources on product and supply arrangements for customers
- relevant legislation and statutory requirements, including work health and safety (WHS)
- pricing policies
- trading terms

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to

Evidence of the following is essential:

- builds sustainable relationships with business customers that deliver agreed business outcomes

demonstrate competency in this unit	- identifies key contact personnel for businesses with a given territory or customer account - describes and uses a range of means to identify specific needs of business customers - confirms trading terms for customers according to business policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: - a business-to-business sales work environment - relevant sources of product information - relevant documentation, such as policy and procedures manuals - forecasts for current and future market trends - a range of business customers with different requirements - an appropriate range of products or services - customer information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - customer feedback - written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Relevant contact personnel</i> may include:	- internal and external contacts - new or repeat contacts - people from a range of social, cultural and ethnic backgrounds - people with varying physical and mental abilities.
<i>Team</i> members may	full-time, part-time, casual or contract staff

- include:
- people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions
 - people with varying degrees of language and literacy.
- Supply chain efficiency** may be influenced by factors, including:
- account management
 - effectiveness and timeliness of product or service supply
 - efficacy of supply arrangements and distribution systems
 - product management
 - quality, accuracy and timeliness of information provision and communications.
- Business policy and procedures** in relation to:
- client relationship management
 - interaction with customers
 - pricing arrangements
 - sale and distribution of products and services
 - trading terms.
- Methods to **identify** business customer needs may include:
- appropriate questioning and active listening
 - observation
 - review of sales records
 - verbal or non-verbal communication with:
 - customer contacts
 - staff
 - supervisors and management
 - suppliers.
- Promotional activities** may include:
- advertising
 - catalogues
 - corporate or locally-based activities
 - dealing with advertising agencies and consultants
 - internal and external activities
 - internet
 - newspapers
 - posters
 - radio or television
 - suppliers
 - website.
- Trading terms** may be influenced by:
- continuous improvement
 - due diligence requirements
 - infrastructure and capital outlay requirements
 - intellectual property and technology rights
 - market position
 - organisational systems integration and compatibility
 - planning cycles and timing

- risk sharing
- supply chain management
- terms and conditions agreed
- value for money.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS406 Provide professional customer service for high value and complex sales

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure that customers' sales experiences meet expectations to build brand loyalty and percentage of closed sales. It involves analysing customer expectations and leading the sales team to develop strategies to meet them.

Application of the Unit

This unit applies to sales team leaders and managers with a responsibility to ensure customer service is provided for the sale of high value and complex products and to maximise sales closures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse customer expectations of high value sales experiences.	1.1. Review demographics of customer target groups and analyse relevant industry information regarding behaviour and preferences of different demographic groups. 1.2. Analyse organisation's customer relationship management information to identify customer preferences relating to sales experience. 1.3. Explore personal and team members' experience and perceptions of customers' expectations of, and responses to, sales experience. 1.4. Consider findings and record a range of customer expectations of sales experience. 1.5. Consult with relevant staff and select specific customer expectations that the organisation will commit to meeting.
2. Ensure sales environment meet customer expectations.	2.1. Review store environment against selected customer expectations and identify improvements to be implemented in consultation with relevant personnel. 2.2. Review store positioning and promotion in relation to customer expectations and identify and propose improvements in consultation with relevant personnel. 2.3. Review customer service procedures and communication protocols in relation to customer expectations and identify improvements to be implemented in consultation with relevant personnel. 2.4. Participate in implementation of improvements according to workplace requirements.
3. Develop customer service relationships.	3.1. Lead team to review behaviour and preferences of customers and identify responsive customer service strategies. 3.2. Lead team to analyse exemplary sales outcomes and identify positive customer service strategies to be incorporated into store procedures. 3.3. Lead team to analyse customer interactions resulting in non-closure of sales to identify potential strategies to retrieve sales.

3.4. Lead team to research, select and implement strategies to build brand loyalty and repeat business.

3.5. Provide modelling and coaching to team members in closing high value and complex sales.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff
 - ask questions to identify and confirm requirements and preferences
 - interact with a range of customers, including:
 - those with special needs
 - difficult or abusive customers
 - make recommendations and advise on warranties and product service and repair through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - advise and negotiate price and payment options
 - measure and estimate accurately
 - read product information and specifications
 - read store policy and procedures
- team leadership skills to:
 - gain team participation in research and analysis activities
 - motivate and coach team members to improve customer service skills

Required knowledge

- company policy and procedures in regard to:
 - customer complaints
 - methods of dealing with customer special needs and requests
 - price negotiation and payment options
 - sales and customer service, up-selling and on-selling
 - services and repairs
- company product range
- human psychology in relation to buying
- key features of buying and selling process

- manufacturer technical information
- pricing procedures, including GST requirements
- product and manufacturer warranty terms and conditions
- relevant legislation, statutory requirements and codes of practice relating to the retail industry, including consumer law

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- researches, consults on and identifies customer expectations that the organisation will commit to meeting
- reviews sales environment and implements improvements to meet customer preferences
- leads team to review customer service outcomes and provides modelling and coaching in customer service.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real retail work environment
- a retail customer service and sales team
- relevant documentation, including:
 - communication protocols
 - customer demographic data
 - customer service procedures
 - sales performance data.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customer preferences may vary according to:

- behavioural style
- buying style
- expectations of salespeople
- personality type.

Store environment may include:

- air quality
- amenities
- décor
- layout
- music
- parking
- visual merchandising.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS407 Develop business to business relationship

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCCS004A Develop business to business relationships.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to enhance business relationships that will deliver outcomes to wholesale businesses.

This unit covers ways to work with business customers to develop sustainable and beneficial business relationships, including recognising positive opportunities for other businesses, analysing competitor's activities, implementing systems and strategies that support business partnerships, and integrating business relationships with business and strategic goals.

Application of the Unit

This unit applies to senior salespeople and supervisors who analyse competitor's activities and implement systems and strategic goals to develop sustainable and beneficial business relationships and opportunities.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Work with other businesses to maximise their success.	1.1.Detail the role of business-to-business relationships in market success. 1.2.Analyse business opportunities for other businesses. 1.3.Develop strategies for building business partnerships in line with standard organisational policies and procedures. 1.4.Measure and report benefits of business relationship to customers and potential customers. 1.5.Prepare merchandise plans for other businesses to enhance brand and product sales.
2. Develop management systems that support business relationships.	2.1.Confirm potential to build mutual benefits in short-term and long-term relationships. 2.2.Implement opportunities for parallel planning between the organisation and the customer's business. 2.3.Construct systems that support relationships with business customers to offer an integrated service that promotes mutual benefit. 2.4.Consider specific needs of business partners when constructing business plans . 2.5.Secure opportunities to build business partnerships in line with standard organisational policies and procedures.
3. Provide forecast information to other businesses.	3.1.Provide information to business customers to assist in building mutual business outcomes. 3.2.Provide forecasts affecting business customer outcomes to partners in a timely manner according to company policy and legislative requirements .
4. Improve business and customer outcomes.	4.1.Report and promote a focus on business customers and end consumers through internal management systems and practices. 4.2.Establish and use quality assurance and compliance procedures to qualify and quantify business customer needs. 4.3.Use judgement to guide the standards of quality required to meet business customer service needs and expectations.

- 4.4. Anticipate future business customer needs and factor into management activities.
- 5. Expand business relationships.
 - 5.1. Scan external environment to determine likely trends and changes affecting ***business relationships and management systems***.
 - 5.2. Evaluate competitor activities and determine significant impact on business relationships.
 - 5.3. Evaluate ***information on forecasts and competitor activities*** likely to affect business relationships.
 - 5.4. Devise actions in response to significant changes that affect business relationships and management systems in line with organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - communicate information and advice to customers
 - consult and build relationships with business customers
 - make presentations
- literacy and numeracy skills to:
 - analyse, evaluate, forecast and model
 - assist customer businesses to prepare enhanced comparative brand, market and sales positions
 - develop reports
 - document plans and decisions
 - read and interpret information
 - undertake financial and budget planning
- initiative and enterprise skills to apply quality processes
- planning skills to:
 - analyse competitors
 - develop business systems and processes
 - evaluate processes
 - research external environment
- time management skills to devise actions in response to significant changes

Required knowledge

- business policy and procedures affecting job role or function

- competitor activity
- configuration of management systems
- elements that make a successful business partnership or relationship
- features and advantages of a secure business relationship
- information sources on product and supply arrangements for customers
- internal and external management systems
- internal and external operating environment
- work health and safety (WHS) aspects of job
- planning techniques
- procedures for the use and maintenance of standard business technology
- quality concepts and practices
- relevant legislation relating to developing business-to-business relationships
- techniques for communicating with internal and external groups and teams

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- products documentary evidence of consultative and liaison processes with business partners
- develops sustainable and beneficial business relationships
- integrates business relationships with business and strategic goals and targets
- integrates business plans and targets between business partners
- develops systems to manage and monitor business relationships
- uses feedback and communication systems to source business and customer satisfaction with business partnerships or relationships
- anticipates and responds to changes affecting business relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - business policy and procedures
 - information on the internal and external operating environment

- a range of business customers with different requirements.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individuals' accessibility of the item, and local industry and regional contexts) may also be included.

Development of <i>strategies</i> may include:	• approval processes • budget allocation • consultation with key stakeholders • drawing up of contractual arrangements • procurement processes.
<i>Benefits of business relationship</i> for customer may include:	• access to associated promotions • access to promotional tie-ins or co-location • competitive pricing • increase in volume of sales • increase in associated sales • increased market share • presentation or merchandising of the product • quality of goods and service.
<i>Merchandise plans</i> may include provision of:	• display point props • interior and exterior signage • invitations and brochures • merchandising manual • news and magazine advertisements • point-of-sale units

- Brand** may encompass:
- posters and banners.
 - company brands
 - intellectual property
 - product brands
 - registered brands
 - registered trademarks
 - supplier brands.
- Benefits** sold to a business partner may include:
- associated promotions
 - associated sales
 - market share
 - presentation or merchandising of the product
 - price
 - promotional tie-ins or co-location
 - quality
 - volume of sales.
- Systems** may include:
- data sharing and exchange
 - distribution agreements
 - information systems
 - personnel training
 - strategic relationships
 - supply chain efficiency
 - value-add activities.
- Needs** may include:
- functions
 - philosophies
 - practices
 - products
 - strategies
 - values and approach.
- Business plans** may include:
- business
 - contingency
 - disposal
 - environmental
 - human resources
 - marketing
 - public relations
 - purchasing and procurement
 - risk management
 - sales
 - strategic.
- Opportunities to build business partnerships**
- attending workshops
 - becoming a member of a network

may include:

- participating in forums
- participating in industry training.

Company policy
regarding:

- client relationship management
- information and communications management
- quality assurance and compliance procedures
- sale of products and services.

Legislative requirements may include:

- environmental protection legislation
- WHS requirements
- pricing procedures, including GST requirements
- privacy laws
- sale of second-hand goods
- Australian consumer law
- transport, storage and handling of goods.

Business may include:

- consumers
- distributors
- suppliers.

Business relationships and management systems may be influenced by:

- continuous improvement
- cost and price analysis
- due diligence requirements
- infrastructural and capital outlay requirements
- intellectual property and technology rights
- market position
- organisational systems integration and compatibility
- planning cycles and timing
- risk sharing
- supply chain management
- terms and conditions agreed
- value for money
- value management.

Information on forecasts and competitor activities may be collected by research using:

- database or internet searches
- market modelling
- mystery shopping
- telephone
- verbal meetings.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS408 Build retail relationships and sustain customer loyalty

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor and analyse systems and data relating to customer behaviour and relationships; and to plan and implement improvements to systems, processes and strategies to build retail relationships and sustain customer loyalty. It also covers engaging staff in research activities and encouraging staff participation in the selection and implementation of improvements and new strategies.

Application of the Unit

This unit applies to area, store and department managers and team leaders responsible for building the customer base and developing relationships with customers. It is important that the manager engages the staff team and that the team works together to research and introduce processes and strategies that strengthen customer alignment with the brand and increase customers' purchasing behaviour.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review customer relationship management systems.	1.1. Identify and communicate objectives of review of organisation's <i>customer relationship management</i> (CRM) systems and engage staff in the process. 1.2. Lead evaluation of organisation's customer relationship data collection and analysis procedures to assess contribution to current business needs. 1.3. Lead research into innovations in CRM systems and procedures and evaluation of applicability to organisational requirements. 1.4. Lead research and selection of <i>customer profiling data</i> that would assist the organisation in building a sustainable competitive advantage. 1.5. Consider and document proposals to enhance current organisational CRM capabilities and distribute to relevant personnel. 1.6. Contribute to the selection and <i>implementation</i> of proposals according to scope of role and responsibilities.
2. Monitor and analyse customer behaviour.	2.1. Identify and communicate objectives of analysis of customer behaviour and engage staff in the process. 2.2. Monitor customer relationship data collection to ensure enhanced CRM systems and procedures are implemented and provide value. 2.3. Lead a review of current customer relationships and loyalty levels and set targets for enhanced outcomes. 2.4. Lead research into customer demand for emerging products, services and strategies and evaluate applicability to business goals. 2.5. Analyse internal and external data to identify <i>trends in customer behaviour</i> and predict future preferences. 2.6. Consult on findings with staff team and other relevant personnel to identify trends and preferences to be addressed in the short and long term.
3. Select and plan	3.1. Identify and communicate objectives of <i>events, offers and</i>

ELEMENT	PERFORMANCE CRITERIA
targeted events, offers and programs.	programs and engage relevant staff in the selection and planning process. 3.2. Lead a review of customer participation in, and response to, past events, offers and programs to identify improvements and new ideas. 3.3. Lead a review of CRM and external customer behaviour data to identify potential relationship strengthening strategies for different customer target groups. 3.4. Lead research into emerging strategies for building customer relationships and loyalty, and evaluate applicability to business goals. 3.5. Consult with staff team and other relevant personnel to select cost-effective events, offers and programs for implementation. 3.6. Lead staff team in planning and scheduling events, offers and programs.
4. Promote targeted events, offers and programs.	4.1. Organise preparation of equipment and materials for planned events, offers and programs. 4.2. Coordinate notification of relevant stakeholders for each event, offer or program. 4.3. Manage promotion of events, offers and programs. 4.4. Lead review of customer responses to events, offers and programs and implementation of refinements as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to inform and interact with staff and relevant personnel, verbally and non-verbally
- literacy and numeracy skills to:
 - calculate costs
 - read organisational policies and procedures
 - read information relating to customer behaviour and relationship management
- planning and organising skills to:
 - break down activities into individual tasks and allocate timeframes
 - manage own time
 - set achievable goals

- problem-solving skills to:
 - identify and select improvements to systems and processes
 - match new strategies to business goals
- technology skills to operate information and communication technology systems and software, including social media
- research skills to locate and analyse relevant information
- team leadership skills to:
 - delegate
 - motivate staff
 - recognise staff contributions
 - share information

Required knowledge

- analysis and reporting requirements for customer sales and service strategies
- customer relationship management systems, including social media
- customer types and needs, including:
 - customer buying motives
 - customer behaviour and cues
 - individual and cultural differences, demographics, lifestyles and incomes
- data collection and processing technologies, techniques and tools
- legislation and statutory requirements relating to customer relationship management, including work health and safety (WHS) requirements
- retail industry information networks and sources
- store policies and procedures in regard to:
 - establishing, maintaining and using customer records
 - methods of maintaining customer confidentiality and secure storage of customer details
- store and area merchandise and service range
- types of customer needs, including functional and psychological

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- leads staff participation in review of CRM systems and procedures
- consults on, selects and implements enhancements to CRM capabilities

- leads staff participation in:
 - review of customer relationships and loyalty levels
 - planning and scheduling events, offers and programs
- sets targets for increased loyalty
- identifies customer trends and preferences
- manages promotion of events, offers and programs
- reviews customer responses to events, offers and programs.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- customer profiling data
- new and returning customers
- organisational customer relationship management system, including documented procedures
- retail customer service and sales teams.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

Not applicable.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS509 Manage business customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCCS005A Manage business customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage contracts, reinforce trading terms, and negotiate deals with business customers.

The unit covers ways to negotiate and finalise legally binding contractual agreements with a range of business customers, according to company policy and legislative requirements, to meet business targets and strategic outcomes.

Application of the Unit

This unit applies to senior sales personnel who negotiate contractual arrangements with customers to meet business outcomes and strategic goals.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Negotiate deals.	1.1. Establish special deals, according to <i>business policy and procedures</i>. 1.2. Negotiate and complete deals, according to business policy and procedures. 1.3. Determine supporting <i>promotional and merchandising activities</i>. 1.4. Negotiate optimal <i>sales and distribution arrangements</i> with customer prior to completion of deals according to standard organisational policies and procedures. 1.5. Approve special deals falling outside company policy and procedures according to business guidelines. 1.6. Negotiate and confirm <i>supply arrangements</i> for goods of services under special deals prior to completion of deals in line with standard organisational policies and procedures. 1.7. Ensure deals conform to business performance and marketing objectives. 1.8. Ensure deals are legally valid and binding.
2. Manage trading terms.	2.1. Negotiate and confirm trading terms for product and services in line with standard organisational policies and procedures. 2.2. Establish procedures and policies to approve new or amended trading terms. 2.3. Communicate trading terms to internal and external personnel according to legislative and business procedures. 2.4. Confirm procedures and policies for processing breaches of trading terms and communicate to <i>relevant staff</i>. 2.5. Establish processes for reviewing trading terms. 2.6. Establish policy and procedures for managing trading terms to achieve business and customer service objectives.
3. Manage business contracts.	3.1. <i>Negotiate</i> and confirm contractual obligations and terms with <i>business customers</i> in line with standard organisational policies and procedures. 3.2. Seek <i>expert advice</i> regarding the framing of contracts as

ELEMENT**PERFORMANCE CRITERIA**

required and in line with standard organisational policies and procedures.

3.3. Apply established terms and conditions of ***contractual arrangements*** with business account customers.

3.4. Complete requirements for amendment or variation to existing contract with a business according to business procedures and legal requirements.

3.5. Monitor performance of contract against agreed business objectives and standards.

3.6. Investigate and resolve contract variations according to contractual and business outcomes.

3.7. Resolve disputes over contracts to obtain business and customer outcomes.

3.8. Regularly complete contract reviews with customers, stakeholders and contract holders.

3.9. Conclude business contracts according to organisational and legal requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - build relationships with business customers
 - consult and negotiate
 - make presentations
 - resolve disputes
- literacy and numeracy skills to:
 - develop and amend contracts, according to business procedures and legal requirements develop guidelines for approving and implementing special deals
 - document plans and decisions
 - establish, confirm and review trading terms
 - read and interpret information
 - undertake financial and budget planning
- planning and organising skills to:
 - establish procedures and policies
 - complete contract reviews
 - conclude business contracts

- monitor contract performance
- project and contract management skills
- technical skills to design promotional and merchandising activities

Required knowledge

- business policy and procedures in relation to:
 - approval processes
 - dealing with internal and external groups and teams
 - negotiating contracts and trading terms
 - quality assurance and control
 - selling and supplying products and services
 - using and maintaining standard business technology
- competitor activities
- configuration of management systems
- elements that make a successful business partnership or relationship
- features and advantages of a contractual relationship
- information sources on product and supply arrangements for customers
- internal and external management systems
- work health and safety (WHS) aspects of job
- principles and techniques in negotiation
- public and private sector purchasing and procurement guidelines and rules
- relevant commercial law and legislation, including:
 - law of contract
 - Australian consumer law relating to the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- actively negotiates and finalises legally binding contractual agreements with a range of business customers according to company policy
- identifies and understands business targets and strategic goals
- manages business contacts and trading terms to achieve agreed business targets and strategic outcomes
- demonstrates a high level of ethical and personal integrity in conduct of negotiations and management of contractual

relationships.

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as: • business policy and procedures • information on the internal and external operating environment • a range of business customers with different requirements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • review of portfolio of evidence • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Business policy and procedures</i> in relation to:	• approval processes • interaction with clients and customers • negotiating contracts and trading terms • quality assurance and control • sale and supply of products and services.
<i>Promotional and merchandising activities</i> may vary to accommodate variations in:	• competition • demographics • economics • legal factors • natural factors • political influences • social and cultural factors

<i>Sales and distribution arrangements</i> may include:	• technology. • delivery of products • leasing agreements and consultancies • maintenance and support agreements • provision of services • research and development.
<i>Supply arrangements</i> may relate to:	• cost • coverage and content • quality • quantity • time schedules.
<i>Relevant staff</i> may include:	• employees • internal or external contacts • relevant managers • supervisors.
<i>Negotiation</i> issues may include:	• contract variations, including ability to vary or modify targets, processes and clauses • innovations • modification and amendment rights • scope.
<i>Business customers</i> may include:	• commercial enterprises • community and not-for-profit organisations • governments • internal business units and divisions • public agencies or organisations.
<i>Expert advice</i> may be sought from a range of professionals, including:	• accountants and auditors • industry association advisory services • in-house or external lawyers • senior in-house staff.
<i>Contractual arrangements</i> may include:	• common-use arrangements or standing offers • consequences • contracts, including: • contracts as detailed under Australian consumer law • external contracts • in-house service level agreements • letters of appointment or intent • memorandums of understanding or memorandums of agreement • non-compliance • petty cash • purchase order • trade partners

- verbal and written orders.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCLM101 Organise and maintain work areas

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXCLM001A Organise and maintain work areas. Content and element added addressing handling hazards.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and maintain work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

This unit covers the ability to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to use tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise work area.	1.1.Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures. 1.2.Carry out routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy. 1.3.Apply store policy and procedures for tidying work areas and placing items in designated areas.
2. Clean work area.	2.1.Apply store policy and procedures for personal hygiene. 2.2.Apply store policy and procedures for cleaning of work area. 2.3.Sort, recycle, remove and dispose of waste promptly according to store policy and legislative requirements. 2.4.Safely remove and clean spills of food, waste or other potential hazards according to workplace health and safety (WHS) requirements and store policy. 2.5.Maintain equipment and consumable materials and store correctly after use. 2.6.Use and clean tools and equipment according to manufacturer instructions and legislative requirements.
3. Handle potential hazards.	3.1.Report spills of food, waste or other potential hazards to relevant personnel according to store policy and legislative requirements. 3.2.Promptly display signage in regard to unsafe areas. 3.3.Use appropriate personal protective equipment (PPE) when cleaning work areas.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:

- read manufacturer instructions
- read warning labels and instructions for the use of chemicals and hazardous substances
- self-management skills to:
 - use and maintain cleaning equipment
 - use and store chemicals, hazardous substances and flammable materials
 - use electrical and other equipment safely

Required knowledge

- manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances
- relevant labels to identify chemicals and hazardous substances, including HAZCHEM labels
- relevant legislation and statutory requirements, including work health and safety (WHS) and industry codes of practice
- store policy and procedures in regard to:
 - housekeeping
 - personal hygiene
 - reporting problems and faults
 - use and maintenance of store cleaning equipment
 - waste disposal, recycling and environmental protection

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas
- applies safe work practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
 - store policy and procedures
 - WHS legislation and codes of practice
 - industry codes of practice
 - manufacturer instructions and design specifications
- applies store housekeeping program for work area and reports faults and problems to relevant person or department
- reads, interprets and applies manufacturer instructions for

- cleaning products, tools and equipment
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
 - store policy and procedures manuals on housekeeping, cleaning and WHS
 - manufacturer instructions and operation manuals on cleaning equipment and materials
 - manual handling regulations and industry codes of practice
 - plant and equipment regulations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCOM101 Communicate in the workplace to support team and customer outcomes
- SIRXICT001A Operate retail technology
- SIRXIND101 Work effectively in a customer service environment
- SIRXWHS101 Apply safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Work areas may include:

- benches
- counters
- displays
- fixtures and working surfaces
- point-of-sale areas
- point-of-sale terminals
- preparation areas
- sinks
- storage areas
- walkways and aisles.

Store policy and procedures may relate to:

- housekeeping practices
- interaction with:
 - customers
 - other team members
 - supervision and management
- job descriptions and responsibilities
- maintenance and storage of cleaning equipment
- WHS
- personal hygiene
- use and storage of cleaning chemicals.

Handling and cleaning **routines** may vary according to:

- industry codes of practice
- stock characteristics.

Legislative requirements may include:

- environmental protection
- federal, state and local health and hygiene
- hazardous substances and dangerous goods
- labelling of workplace substances
- WHS
- transport, storage and handling of goods
- use of protective clothing and equipment
- waste removal.

Tools and equipment may relate to:

- cleaning
- display and promotion
- food preparation
- point of sale
- storage.

Reporting may be conducted:

- by email
- by fax
- by phone
- face-to-face.

Relevant personnel may include:

- area supervisor
- colleague
- manager
- team leader.

Unsafe areas:

- may be in:
 - customer and public areas
 - staff-only areas
- may include hazards due to a range of factors, such as:
 - broken fittings or fixtures
 - loose wiring
 - sharp edges
 - spills
 - unknown and potentially hazardous chemicals.

Personal protective

equipment may include:

- disposable face masks
- disposable gloves
- storage bags
- suitable footwear and clothing.

Unit Sector(s)

Cross-Sector

Competency Field

Cleaning and Maintenance

SIRXCOM101 Communicate in the workplace to support team and customer outcomes

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXCOM001A Communicate in the workplace. Title change reflects the inclusion of elements and content addressing teamwork, and working with customers and staff from diverse backgrounds.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Application of the Unit

This unit relates to frontline service staff and supervisors.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate face-to-face with customers.	1.1. Maintain a welcoming customer environment that reflects store branding and market position and is in line with store policy and procedures . 1.2. Greet customer warmly according to store policy and procedures. 1.3. Create effective service environment through verbal and non verbal interaction according to store policy and procedures. 1.4. Use questioning and active listening to determine customer needs. 1.5. Demonstrate confidentiality and tact.
2. Use technology to communicate with customers.	2.1. Answer telephone according to store procedures. 2.2. Use questioning and active listening to identify caller and establish and confirm requirements. 2.3. Use telephone system functions according to instructions. 2.4. Use email, social networking sites and other technologies to receive and process information and customer requests in line with store policy and procedures. 2.5. Record and promptly pass on messages or information . 2.6. Inform customer of any problems and relevant action being taken. 2.7. Perform follow-up action as necessary.
3. Communicate with customers and colleagues from diverse backgrounds.	3.1. Value and treat customers and colleagues from diverse backgrounds with respect and sensitivity. 3.2. Consider cultural differences in verbal and non verbal communication . 3.3. Use gestures or simple words to communicate where language barriers exist. 3.4. Obtain assistance from colleagues or supervisors when required

ELEMENT

PERFORMANCE CRITERIA

to facilitate communications.

4. Work in a team.

- 4.1. Demonstrate a courteous and helpful manner at all times.
- 4.2. Complete allocated tasks willingly, according to set timeframes.
- 4.3. Actively seek or provide assistance by approaching other **team** members when difficulties arise.
- 4.4. Identify and use lines of communication with supervisors and peers according to store policy.
- 4.5. Encourage, acknowledge and act upon constructive feedback provided by other team members.
- 4.6. Use questioning to minimise misunderstandings.
- 4.7. Identify signs of potential workplace conflict wherever possible and take action to resolve the situation using open and respectful communication.
- 4.8. Participate in team **problem solving**.

5. Read and interpret retail documents.

- 5.1. Identify and list a range of **retail documents**.
- 5.2. Read and interpret information from a range of retail documents.
- 5.3. Demonstrate appropriate application of information contained in retail documentation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills, including:
 - negotiating
 - questioning and listening
 - resolving conflict
 - using positive and inclusive language
- literacy skills to:
 - read and interpret workplace documentation, such as store policies and procedures and retail documents
 - record messages
- technology skills to operate information and communications technology, including:
 - email
 - social networking technology
 - telephone system

Required knowledge

- functions and procedures for operating telephones and other communication equipment
- goods and services provided by the store
- location of store departments
- store policy and procedures in regard to:
 - allocated duties and responsibilities
 - code of conduct, including sensitivity to diversity
 - internal and external customer contact
 - verbal and non-verbal presentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- provides a welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information according to store policy and procedures
- follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - stock, inventory or price lists
 - lay-by, credit and product return slips
 - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCLM101 Organise and maintain work areas
- SIRXICT001A Operate retail technology
- SIRXIND101 Work effectively in a customer service environment
- SIRXWHS101 Apply safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Store policy and procedures

may relate to:

- contact with customers
- induction process
- interaction with other team members
- interaction with supervision and management
- job descriptions and responsibilities.

Verbal and non-verbal interaction may occur with:

- external customers
- internal contacts, including management and other team members.

Questioning may involve the following communication

- non-verbal communication
- speaking clearly and concisely
- using appropriate language

- techniques:
- using open and inclusive language.
- Information** may include:
- electronic media, such as email
 - observation
 - telephone
 - verbal feedback
 - written.
- Colleagues** may include:
- full-time, part-time, casual or contract staff
 - management
 - other staff members.
- Diverse backgrounds** refers to a range of characteristics, including:
- age
 - cultural background
 - disabilities
 - family structure
 - gender
 - language
 - national origin
 - race
 - sexual preference
 - special needs.
- Verbal and non-verbal communication** may include:
- body language, including facial expressions
 - reading and writing
 - speaking and listening.
- Teams** may include:
- corporate team
 - small work team
 - store team.
- Problem solving** may be affected by:
- resource implications
 - store policy and procedures.
- Retail documents** may include:
- credit slips
 - lay-by slips
 - manufacturer instructions
 - planograms
 - product return slips
 - staff record forms
 - stock sheets
 - telephone message pads
 - timetables.

Unit Sector(s)

Cross-Sector

Competency Field

Communication

SIRXCLM402 Manage store facilities

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCLM002A Manage store facilities.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage store facilities in a retail environment. It involves managing the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts, and identifying and locating facilities requirements.

The unit covers the application of store policies and relevant legislation to the planning, coordination and implementation of activities associated with monitoring and maintaining premises, fittings, fixtures and equipment in a retail environment.

Application of the Unit

This unit applies to staff with managerial responsibility in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage store maintenance program.	1.1. Monitor and maintain premises, fittings, fixtures and equipment, according to <i>store policy and procedures</i> and <i>relevant legislation</i>. 1.2. Identify deficiencies in store maintenance procedures and take remedial action as required. 1.3. Obtain <i>expert or specialist advice</i> as required, according to store policy. 1.4. Initiate contingency plan within scope of authority in the event of maintenance problems.
2. Manage retail equipment maintenance.	2.1. Develop and implement procedures to ensure retail equipment is maintained according to store policy. 2.2. Monitor and implement maintenance program for retail equipment, according to manufacturer design specifications and store policy. 2.3. Identify and rectify equipment faults where possible, without undue delay. 2.4. <i>Report</i> equipment faults or failures, according to service agreements and store policy.
3. Negotiate maintenance contracts.	3.1. Negotiate maintenance <i>contracts</i> with contractors and suppliers according to store policy and procedures. 3.2. Negotiate and implement contract terms and conditions to maximise benefits for the store, and communicate to <i>relevant personnel</i>. 3.3. Monitor maintenance procedures to ensure products and tasks meet contract specifications.
4. Identify facilities and space requirements.	4.1. Identify facilities and space requirements to reflect business needs and volume, according to store policy and budget requirements. 4.2. Locate suitable facilities and space to facilitate expansion or change of use in line with store policy and procedures. 4.3. Consult, as required, with senior manager or business owner to determine optimum strategy for store space and location.

- 4.4. Maximise use of space, with consideration to existing configuration, to optimise the merchandising of existing and incoming stock.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - ensure listening and understanding
 - negotiate contracts and relay contractual requirements to staff
 - obtain expert or specialist advice
 - report faults
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- negotiation skills to negotiate maintenance contracts with contractors and suppliers
- literacy and numeracy skills to:
 - apply accounting processes and record data
 - develop, document and record procedures
 - estimate measurements and volumes
 - maintain records
 - read and interpret manufacturer instructions
 - work within a budget

Required knowledge

- store policy and procedures in regard to:
 - maintenance of store facilities
 - maintenance of retail equipment
- maintenance contract terms and options
- contract specifications
- relevant legislation and statutory requirements relating to managing store facilities, including:
 - work health and safety (WHS) legislation
 - food safety legislation and regulations
- relevant industry codes of practice relating to managing store facilities
- principles and techniques in:

- monitoring performance of contracts
- negotiating, in particular contract negotiation
- interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policy and procedures
- initiates contingency plans in response to maintenance problems as required
- proactively negotiates, monitors and implements maintenance contracts according to store policy and procedures
- identifies and uses space and facilities effectively
- evaluates and reports on effectiveness of maintenance contracts.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - maintenance contracts
 - store policy and procedures on maintenance of facilities, and contract negotiation
 - relevant legislation and statutory requirements
 - WHS
 - legislation and industry codes of practice
- a team
- equipment and technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- case study or research report
- written or verbal questioning to assess knowledge and understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:

- store maintenance
- facilities management
- reporting mechanisms
- WHS
- food safety.

Relevant legislation may include:

- federal, state or territory and local legislation
- food safety regulations
- WHS.

Expert or specialist advice may be sought regarding:

- point-of-sale terminals
- EFTPOS terminals
- computers, scanners and printers
- pricing equipment
- electronic bar coding equipment
- portable data entry
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- fixtures and fittings
- food preparation equipment.

Faults may be ***reported***:

- verbally
- in writing
- by email
- to service personnel

- to contractors
 - to relevant managers
 - to supervisor.
- Contracts:**
- may be negotiated internally and externally
 - may involve:
 - quality standards
 - building maintenance services
 - cleaning
 - security
 - electrical services
 - plumbing services
 - equipment maintenance.
- Relevant personnel** may include:
- managers
 - supervisors
 - specialist staff.

Unit Sector(s)

Cross-Sector

Competency Field

Cleaning and Maintenance

SIRXCOM202 Communicate with customers using technologies

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use technologies to communicate with customers according to workplace protocols. It involves correct operation of technologies, development of customer relationships to encourage use of technologies, and contacting customers using technologies such as mobile phone and web applications to inform and promote to customers.

Application of the Unit

This unit applies to frontline service staff and supervisors. It requires the team member to promote technologies to customers and operate these technologies to inform or promote products and services.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Clarify procedures for customer contact using technologies.	1.1. Identify and review organisational information relating to the use of technologies for communicating with customers. 1.2. Identify personal responsibility and limitations in relation to communication with customers using technologies. 1.3. Identify protocols for collecting customer data to facilitate communication using technologies. 1.4. Identify protocols for nature and frequency of customer contact using different types of technologies.
2. Operate technologies.	2.1. Identify procedures for operation of technologies and associated applications. 2.2. Test operation of technologies and associated applications and apply protocols in line with nature of customer contact. 2.3. Obtain and apply feedback from relevant staff on operation of technologies.
3. Promote customer communication using technologies.	3.1. Develop relationships with customers to identify scope for communication using technologies. 3.2. Explain benefits of communication using technologies relevant to customers. 3.3. Collect required customer data for communication using technologies. 3.4. Process customer data according to workplace procedures.
4. Contact customers.	4.1. Contact customers using technologies according to workplace procedures. 4.2. Obtain feedback from customers on communication using technologies according to workplace requirements. 4.3. Consider and discuss potential for improvement of customer communications with relevant staff. 4.4. Apply suggested improvements to improve customer communications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions relating to information and procedures
 - develop relationships with customers
 - explain use of technologies to customers
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to find, read and record information
- planning and organising skills to:
 - collect and collate information
 - schedule and complete tasks
 - set and meet timeframes
- technology skills to operate communication technologies

Required knowledge

- scope of organisation's sales and services
- types of technology and their application to retail industry
- workplace procedures relating to:
 - collection of customer data
 - customer service
 - operation of technologies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- adheres to organisational protocols for customer contact using technologies
- promotes benefits of communication to relevant customers using technologies
- communicates with a range of customers using a range of technologies
- obtains and implements feedback on communication

procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- range of technologies used by the organisation for customer contact
- new and repeat customers
- organisational policies and operating guidelines relating to the use of technologies, including protocols for:
 - collecting and using customer data
 - nature and frequency of customer contact using different technologies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational information may include:

- mission, values and goals of business
- product and service details
- workplace procedures.

Technologies may include:

- mobile phone technologies and programs
- web technologies and programs
- wireless technologies and programs.

Customer data may include:

- name
- address
- mobile phone number

- email address
 - social networking contact details.
 - limitations on the number of contacts in a given time period
- Nature and frequency of customer contact* may include:
- prescribed content of typical messages
 - prescribed timeframes for contacts
 - style guide for content of communications.

Unit Sector(s)

Cross-Sector

Competency Field

Communication

SIRXEBS001A Acquire and retain online customers

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by a retail or wholesale business to enhance customer sales and relationships through adoption of an online strategy.

Application of the Unit

This unit applies to team members who perform market analysis and establish data collection and processing tools to determine current and future online service and sales strategies for maximising sales and service delivery and online customer retention.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop an electronic sales strategy.	1.1.Determine online <i>sales strategy</i> . 1.2.Confirm performance indicators for online sales strategy. 1.3.Set online sales budget. 1.4.Establish <i>mechanisms to collate and report</i> online sales data. 1.5.Maximise conversion of <i>customer contact</i> into improved sales through an online sales strategy.
2. Develop an electronic service strategy.	2.1.Establish impact of online service strategy on market share. 2.2.Assess impact of service strategy on <i>suppliers</i> . 2.3.Assess appropriateness of the existing product and service profile and range as part of the online service strategy. 2.4.Determine means to acquire <i>customers</i> online. 2.5.Determine means to improve retention of <i>online customers</i> . 2.6.Establish revenue benefits of an online service strategy. 2.7.Determine means to use <i>information and communication technologies</i> to improve customer satisfaction.
3. Optimise retail web presence.	3.1.Integrate sales and service strategies. 3.2.Confirm customer segments. 3.3.Determine personal preferences and needs of customers within market segment on an ongoing basis. 3.4.Establish pricing rules for online products and services. 3.5.Ensure web presence attracts target customers. 3.6.Construct <i>web presence</i> and systems to permit customer preferences and needs to be determined in an ongoing manner.
4. Build relationships with online customers.	4.1.Analyse customer relationship management systems and models. 4.2.Manage online relationships to retain customers. 4.3.Manage sales and service strategies to reinforce relationships with online customers. 4.4.Collect <i>diagnostic data</i> to support the delivery of services to meet customer behaviours and expectations. 4.5.Share <i>strategic data</i> on customer behaviour with vendors and web designers.

4.6.Optimise loyalty of online customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to:
 - determine online customer preferences and needs
 - seek out value adding opportunities
 - identify special events and anticipating customer demands
- planning and management skills to:
 - benchmark the positioning of major competitors for online sales and services
 - establish systems to measure the ability of online strategies to meet specific customer requests and preferences
 - implement joint online sales and service plans with business partners
 - develop online sales and service reports
 - provide recommendations for improving online sales and service
- literacy and numeracy skills to:
 - interpret diagnostic and strategic marketing data
 - generate reports

Required knowledge

- customer relationship management systems
- data collection and processing technologies, techniques and tools
- means to share data with suppliers and business partners, according to legal provisions and business policies
- impact of sales and service systems on operational cost efficiencies
- impact of online customer retention and retrieval strategies on revenue
- analysis and reporting requirements for a range of online customer sales and service strategies
- strategies that reinforce online service relationships
- business policy and procedures that can hinder capacity of online systems to meet customer preferences
- relevant privacy, world wide web standards, commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sales and service targets are set according to all factors affecting online markets and product or service delivery
- online market share is determined and maximised through implementation of agreed strategy
- accurate and careful research on the basis for online positioning
- analysis of the impact of web presence on business relationships
- online sales and service strategy designed to maximise customer retention and brand loyalty
- online customers preferences are identified
- establishes data collection and processing tools and techniques that can determine current and future online service and sales strategies.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - business and marketing plans
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure
- information on:
 - markets
 - competitors
 - products and services
 - suppliers
 - new technology.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- a research report
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Sales strategy may vary according to:

- product or service range
- marketing focus
- target market
- duration of campaign
- business policy and procedures in regard to selling products and services
- form of web presence and level of e-commerce readiness
- current and emerging applications and technology
- territory coverage
- industry codes of practice
- market position
- planning cycles and timing
- cost and price analysis.

Mechanisms to collate and report online sales data may include:

- online traffic monitors
- online customer registration
- inventory tracking
- online customer account management.

Customer contact may occur

- email
- post

via:

- newsletters
- telephone
- face-to-face.

Arrangements with **suppliers** may relate to:

- commercial enterprises
- public agencies or organisations
- governments
- community and not-for-profit organisations
- internal
- delivery of products
- provision of services
- maintenance and support agreements
- leasing agreements and consultancies
- research and development.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- business customers or individuals
- domestic or international customers.

Means to retain or acquire **online customers** may include consideration of:

- retention campaigns and programs
- resource planning
- sales strategies
- pricing strategies
- promotion and distribution strategies
- retention and loyalty programs
- web search and access relationships
- competitor activities
- online customer preferences and buying behaviours.

Information and communication technologies may include:

- personal computers or terminals (stand-alone or networked)
- scanning equipment
- bar coding equipment
- point-of-sale terminals
- hand-held equipment
- software, including:
 - word processing
 - databases
 - spreadsheets
 - financial

- Web presence** may include:
- inventory
 - electronic data interchange (EDI).
 - website
 - advertising
 - web search and access relationships
 - referring links
 - email.
- Diagnostic data** may be:
- qualitative
 - quantitative.
- Strategic data** may include:
- response times
 - scalability
 - traffic
 - security
 - customer demographics
 - customer confidence
 - customer expectations.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXEBS002A Manage retail brands online

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to protect and build brand value in an online environment.

Application of the Unit

This unit applies to team members who assess brand value and predict market trends to develop realistic plans for achieving online brand positioning, and apply monitoring processes and mechanisms to review and improve brand protection and value over time.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage retail brands online.	1.1. Establish strategic fit of brand <i>online features</i> with business purpose. 1.2. Integrate online and other <i>brand management strategies</i> . 1.3. Determine <i>online consumer</i> attitudes to <i>brand</i> . 1.4. Determine comparative advantage of brand over competitors in an online environment. 1.5. Determine methods to <i>communicate</i> the brand in an online form. 1.6. Structure brand <i>online presence</i> for optimal results. 1.7. Assess online mechanisms and channels for impact on brand. 1.8. Determine additional <i>brand features</i> created by an online presence. 1.9. Determine brand value. 1.10. Set indicators for measuring ongoing brand value and success.
2. Enhance online brand value.	2.1. Collect diagnostic data to support the management of brand loyalty and customer behaviour. 2.2. Integrate online brand management with advertising and promotional activities. 2.3. Determine <i>legal requirements</i> for brand ownership and protection in the online environment. 2.4. Protect <i>intellectual property</i> associated with brand across all online <i>jurisdictions</i> . 2.5. Identify international jurisdictions and provisions that limit brand protection. 2.6. Ensure <i>joint branding agreements</i> with other organisations comply with brand protection protocols. 2.7. Extend brand value through online deployment strategies.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to collect and analyse data
- planning and management skills to:
 - apply goal-setting, prediction of trends, coordination and development of brand value
 - plan and organise activities to ensure brand-enhanced sales of online products or services
 - achieve sustainable brand positioning
 - build online brand features consistent with business needs and direction
 - set ongoing measure for brand value and strategic success
- devise online brand promotional strategies
- analytical skills to:
 - determine relationship between brand and sales or service objectives
 - compare review of online brands with competitors
 - measure trends and their impact on brands
 - identify and determine the impact of online applications and technology on brand communication and management

Required knowledge

- brand value and brand penetration in online marketplaces
- range of enterprise products and services
- comparative features and advantages of online brands
- online market share and current performance
- impact of web design, presence and domain name on online brand management
- enterprise technology
- factors limiting the success of sales strategies
- relevant commercial law and legislation
- techniques and procedures for researching and analysing brand equity and customer value
- team leaderships and collaborative techniques
- approval processes and key personnel
- relevant intellectual property and standards organisations (governing world wide web activities)
- relevant legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment Evidence of the following is essential:

and evidence required to demonstrate competency in this unit

- identifies and accesses reliable and current information from existing documents (electronic and written) to assess brand value and predict market trends
- demonstrates cross-alignment of online brand management strategies and key performance indicators with strategic, marketing and business plans
- develops monitoring processes and mechanisms to measure online brand effectiveness, especially with customers
- uses collaborative and consultative processes for management of a retail brand within or external to an organisation in an online environment
- develops realistic plans for achieving online brand positioning
- evidence of ongoing measurement, review and improvement to brand protection and value over time
- evidence of knowledge and understanding of the implications for brand protection when trading online.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure
- information on:
 - markets
 - competitors
 - products and services
 - suppliers
 - new technology.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- a detailed case study
- third-party reports from a supervisor
- customer feedback

- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Consideration of ***online features*** may include:

- construction of website
- domain presence and name
- search engines.

Brand management strategies may include:

- retention campaigns and programs
- resource planning
- sales strategies
- pricing strategies
- promotion and distribution strategies
- retention and loyalty programs
- web search and access relationships
- assessment of competitor activities
- response to online customer preferences and buying behaviours.

Online consumers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- business customers or individuals
- domestic or international customers.

Brand may include:

- product brands
- company brands
- supplier brands
- registered trade marks
- registered brands
- intellectual property.

Methods to communicate may

- interactive web content

- include:
- web search and access relationships
 - advertising banners and links.
- Online presence** may include:
- website
 - advertising banners
 - web search and access relationships
 - referring links
 - email.
- Additional brand features** may include:
- best prices
 - exclusive offers
 - range
 - unique features (only available online)
 - early access (fashion or trends)
 - logistics (doorstep delivery)
 - personal rewards.
- Brand value** may involve interactions between:
- trade marks and registered business names
 - internal or external use
 - concept of equity or value or superior value for customers, shareholders and employees.
- Legal requirements** may include:
- Trade Practices and Fair Trading Acts
 - tobacco laws
 - liquor laws
 - lottery legislation
 - industry codes of practice
 - sale of second-hand goods
 - sale of X and R rated products
 - transport, storage and handling of goods
 - customs, import and export regulations.
- Intellectual property** associated with online brand management may include:
- website
 - domain name
 - brand features
 - associated customer or market information.
- Jurisdictions** may include:
- national and international agencies
 - legislative
 - legal
 - cultural
 - online systems internal and external to the organisation.
- Joint branding agreements** will vary based on:
- product range, line, or category performance requirements
 - objectives such as those for price, profit, brand share and market share
 - due diligence requirements

- value for money
- risk sharing
- market position
- planning cycles and timing
- cost and price analysis
- agreed terms and conditions
- intellectual property and technology rights
- value management
- continuous improvement
- supply chain management
- infrastructural and capital outlay requirements
- organisational systems integration and compatibility.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXEBS003A Manage and promote business to business e-commerce solutions

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit involves the management and ongoing maintenance of procedures affecting e-commerce systems and technology within a wholesale business.

Application of the Unit

This unit applies to team members who identify, evaluate, select and implement relevant e-commerce systems to meet budget, operational and customer satisfaction targets. It involves systems, policy and protocol development to ensure e-commerce systems meet strategic targets and security requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage e commerce solutions.	1.1. Identify technologies relevant to e-commerce solutions. 1.2. Determine capabilities and limitations of the internet. 1.3. Determine impact and use of websites. 1.4. Evaluate e commerce solutions for compliance to business outcomes and customer requirements. 1.5. Monitor e commerce system for ability to meet peak demands. 1.6. Collect and review strategic data on ongoing effectiveness of e commerce solutions. 1.7. Plan development of e commerce systems. 1.8. Manage budgets for e commerce systems, human and hardware resources and infrastructure. 1.9. Undertake modifications or customisation of e commerce systems to meet changing internal or external customer demands.
2. Maintain the function and interrelation of component e commerce systems.	2.1. Ensure languages used across e commerce systems deliver systems, application and business requirements. 2.2. Ensure programming of systems and processes delivers business and customer outcomes. 2.3. Ensure design features of websites deliver marketing, brand and business image and strategic outcomes. 2.4. Review web pages and internet presence for appropriateness to customers and sales requirements. 2.5. Ensure programs and applets deliver systems and business requirements. 2.6. Ensure hardware and interface components of a computerised communications network deliver systems requirements.
3. Verify interconnection of e commerce systems.	3.1. Identify business and operational outcomes sought from systems interconnection. 3.2. Confirm options for interconnection of e commerce systems and users. 3.3. Ensure e commerce systems interact and connect to achieve business and process outcomes.

- 4. Establish protocols and access procedures for customers.
 - 4.1. Establish protocols and access procedures for customers, including access, security, payment and third-party access to information or technology.
 - 4.2. Maintain **security and confidentiality** of e commerce systems.
 - 4.3. Maintain security of hardware.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to:
 - determine resource requirements and limitations
 - review procedures to constantly improve effectiveness
 - review web pages and internet presence for marketing purposes
 - establish protocols and access procedures
- interpersonal skills to:
 - consult with stakeholder and system users through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - read and understand product information
 - read and understand business policy and procedures
 - record information
 - use appropriate technology to achieve system and business outcomes
- numeracy skills to:
 - estimate and calculate costs relevant to e-commerce systems
 - manage budgets for e-commerce systems

Required knowledge

- system purpose and processing requirements
- relevant sources of information on product and supply arrangements for customers
- business policy and procedures in regard to:
 - job role and responsibilities
 - trading and e-trading
 - quality measures and principles
 - systems maintenance protocols and procedures
 - budget and financial reporting

- Work Health and Safety (WHS)
- technological and e-commerce systems and software knowledge and skills
- capabilities and limitations of the internet and e-commerce solutions
- manufacturer specifications for use and maintenance of equipment and systems
- system and software languages and interoperability
- customer needs
- user needs
- relevant legislative requirements affecting privacy, confidentiality, security and electronic transactions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- capacity to develop inventory, distribution and supply processes and policies for an e-business
- managing and supervising e-commerce solutions within a specific work context
- following protocol required to maintain and complete e-business operations
- operational efficiency and reliability of chosen e-commerce systems, including management of maintenance, security and access
- effective communication links with customers, staff and management
- collects and analyses accurate data on operational efficiency of e-commerce systems and compliance of systems with manufacturer and business requirements
- manages e-commerce systems according to budget, operational and customer satisfaction targets.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - business and marketing plans
 - business policy and procedures manuals
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure

- information on:
 - markets
 - products and services
 - suppliers
 - e-commerce technologies
- a range of business customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Technologies may include:

- electronic data interchange (EDI)
- secure payment systems
- digital imaging equipment
- bar coding equipment
- hand-held equipment
- transmission technologies:
 - Ethernet
 - optical fibre
 - gigabit networks
 - cables
 - cellular transmission
 - infrared
 - satellite
- intranet

	• internet • reliable message passing, interoperability • network technologies: • servers • clients • access control.
Methods to <i>evaluate e-commerce solutions</i> may include:	• stakeholder consultation • development of a business case • modelling results • cost-benefit analysis • data analysis • comparison of internal versus outsourced provision • deciding whether to buy or lease.
<i>Customer requirements</i> may include:	• product information • quotations • price notification • product and service availability • logistics (e.g. national or international delivery) • warranties • payment options • post-purchase support and service.
<i>Strategic data</i> may include:	• response times • scalability • traffic • security • customer demographics • customer confidence • customer expectations.
<i>Languages</i> may include:	• HTML • XHTML • Java • PERL.
<i>Systems and processes</i> vary according to:	• system configuration • business • software and hardware • software set up • manual and electronic processing requirements • data type.
<i>Business and customer outcomes</i> vary according to:	• product, range, line, or category performance requirements • objectives such as:

- price
- profit
- brand share
- market share.

Internet presence may include:

- website
- advertising banners
- web search and access relationships
- referring links
- product information, sales and marketing.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- domestic or international customers.

Security and confidentiality may include:

- principles of digital cryptography, steganography and public-key cryptosystems
- cryptography standards (e.g. government security policy, international standards)
- digital signatures, digital escrow, certification
- virus protection
- secure communications
- intrusion detection and countermeasures: password attacks, virus detection and removal
- copy and counterfeit detection: digital watermarks, electronic notaries
- privacy and anonymity protocols: third-party order or purchase.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXEBS004A Select an e-business model

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use e-business approaches and tools to establish more efficient business operations.

Application of the Unit

This unit applies to team members who identify, trial and evaluate a range of e-business models, and to report to stakeholders on the contrasting features and benefits of models in order to select an e-business model to meet organisation requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess emerging electronic business capabilities and their relevance to sales and service systems.	1.1. Identify new capabilities provided by online technologies and applications. 1.2. Identify strengths, weaknesses, opportunities and threats related to the introduction of e business solutions. 1.3. Assess impact of electronic enablement on current critical market factors. 1.4. Identify relationship of e-commerce capabilities to established business strengths.
2. Confirm impact of business to business models on retail operations.	2.1. Establish impact of trends in business to business developments on retail operations. 2.2. Assess the ability of business to business solutions to enhance current retail strategies. 2.3. Compare and confirm features and advantages of different business to business models.
3. Confirm impact of business to consumer models on retail operations.	3.1. Establish the impact of business to consumer trends on retail operations. 3.2. Assess the ability of business to consumer solutions to enhance current retail strategy. 3.3. Compare and confirm features and advantages of different business to consumer models.
4. Evaluate and trial e business process and models.	4.1. Compare and contrast features and benefits of different e business models. 4.2. Assess the relevance of each model to current retail and service strategies. 4.3. Select e business processes and models. 4.4. Set performance requirements for an e business process and model. 4.5. Trial e business process and model. 4.6. Document, evaluate and report on data collected from e business trials. 4.7. Select e business model for adoption.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - communicate with external and internal groups and teams regarding e business models, applications and consultancies through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - read and interpret data on e-business applications
 - generate reports
 - identify and assess forms of electronic transactions
- analytical and decision-making skills to:
 - seek out e-business strategies that produce operational efficiencies
 - implement e-business solutions that enhance sales and service efficiency
 - determine how e-business models and approaches can promote comparative brand, market and sales positions
 - determine appropriateness of various e-business applications and systems evaluate information on forecasts and trends in e-business
 - build e-business models that enhance business relationships

Required knowledge

- how e-business models affect e-business approaches
- relationship of e-commerce to e-business
- a range of business to business and business to consumer approaches
- types of data
- data processing requirements
- understanding of electronic transactions and processes
- impact on business of different business and business to consumer solutions
- relevant legal and legislative requirements
- principles and techniques in interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and utilising research on e-commerce and e-business tools and capabilities
- planning, coordinating and implementing activities associated with assessing the impact of e-business models on business operations
- evaluating and reporting on effectiveness of e-business models and processes
- consulting and liaising with business partners to assess suitability of e-business solutions
- integration of e-business solutions with business strengths and strategic goals or targets
- developing systems to manage and monitor e-business approaches
- awareness of how e-business changes will affect business relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - WHS requirements
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure
- information on:
 - markets
 - competitors
 - products and services
 - suppliers
 - new technology.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for

Holistic assessment with other units relevant to the

assessment

industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Online technologies and applications may include:

- a wide range of hardware, including routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls and peripherals
- a wide range of software, including network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software and spreadsheet software

E-business solutions may involve:

- integration of new solutions with existing IT infrastructure and business processes
- integration with basic e-commerce solutions that include different business models depending on the final requirement
- integration across operations at different levels of e-business development involving a mix of the above.

Critical market factors may include:

- response times
- scalability
- traffic
- data collection and management
- security
- customer demographics
- customer confidence
- customer expectations.

Business strengths may include:

- profitability
- customer relationships
- business management
- vendor relationships
- data management
- collaborative and cooperative relationships.

Retail strategies must include:

- cost reduction
- productivity gains
- increased revenues
- responsiveness of suppliers
- market share

E-business models may vary according to:

- value adding
- business competitiveness
- customer relationships
- supplier relationships
- revenue growth and flow.
- enterprise products and services
- access
- content (product, data and information)
- commercial set-up of trading company
- applications
- infrastructure
- software
- services
- supply arrangements
- payment methods.

Evaluation may include:

- stakeholder consultation
- confirmation that a procurement process is necessary
- development of a business case
- comparison of internal versus outsourced provision
- whether to buy or build solutions.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXFIN201 Balance and secure point-of-sale terminal

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXFIN001A Balance point-of-sale terminal.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.

The unit requires the application of store policy and procedures in undertaking those tasks.

Application of the Unit

This unit applies to frontline retail staff working under some supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Balance and secure takings from register or terminal.	1.1.Perform <i>register or terminal</i> balance at designated times according to <i>store policy and procedures</i> . 1.2.Separate cash float from takings prior to balancing procedure and secure according to store policy. 1.3.Supply change to register or terminal according to store policy. 1.4.Obtain and interpret register or terminal reading or print-out. 1.5.Secure cash and <i>non cash documents</i> according to store security policy and procedures.
2. Reconcile takings.	2.1.Count cash accurately. 2.2.Calculate non cash documents accurately. 2.3.Determine balance between register or terminal reading and sum of cash and non cash transactions. 2.4.Report discrepancies between register or terminal reading and sum of cash and non cash transactions to <i>relevant personnel</i> according to store policy. 2.5.Record store and individual department takings and file <i>records</i> according to store policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - balance the register or terminal
 - count cash
 - calculate non-cash transactions
 - calculate discrepancies between reported and actual takings
 - complete documentation

- interpret documentation
- report on takings
- planning and organising skills to complete tasks in a set timeframe
- technology skills to operate register or terminal

Required knowledge

- cash and non-cash handling procedures, including:
 - balancing point-of-sale terminal
 - calculating non-cash documents
 - change required and denominations of change
 - clearance of terminal and transference of tender
 - counting cash
 - credit and returns
 - credit cards
 - EFTPOS
 - gift vouchers
 - lay-by
 - maintenance of cash float
 - opening and closing point-of-sale terminal
 - recording takings
 - security of cash and non-cash transactions
- store policy and procedures in regard to:
 - cash float
 - operation of equipment used at register or terminal
 - register or terminal balance
 - security of cash and non-cash transactions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates register or terminal equipment according to manufacturer instructions and store policy
- applies store policy and procedures in regard to handling cash and removing takings from register or terminal
- applies store policy and procedures in regard to cash float

	• applies store policy and procedures in regard to reading registers and recording information • processes documentation and records responsibly and according to store policy and procedures • reconciles takings according to store policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as: • financial transaction dockets, slips and invoices • sample debit card and credit card vouchers • recording and tally sheets • store policy and procedure manuals in regard to register or terminal balance • register or terminal and related equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • role play • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXCCS201 Apply point-of-sale handling procedures • SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Register or terminal may be:

- cleared at intervals during or at close of trading
- cleared by operator or specialist staff
- electronic

- Store policy and procedures*** in regard to:
- manual.
 - cash handling
 - register or terminal balance
 - security.
- Non-cash documents*** may relate to:
- cash on delivery (COD)
 - cheques
 - credit cards
 - customer credit ratings
 - customer refunds
 - gift vouchers
 - hire-purchase
 - lay-by.
- Relevant personnel*** may include:
- manager
 - supervisor
 - team leader.
- Records*** may be:
- electronic
 - manual.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

SIRXFIN002A Perform retail finance duties

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

Application of the Unit

This unit applies to team members who process petty cash, cash and non-cash transactions; reconcile and process banking; identify and rectify delivery and document discrepancies; and process invoices for creditors and debtors, according to store policy and procedures. These tasks are performed under some supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process petty cash transactions.	1.1. Check petty cash claims for approval, accuracy and authenticity before processing. 1.2. Check and balance transactions according to <i>store policy and procedures</i> . 1.3. Note irregularities and refer to <i>relevant personnel</i> for resolution. 1.4. Process and record petty cash transactions within designated time limits.
2. Prepare banking documents.	2.1. Balance cashbook entries against record of takings. 2.2. Compile and balance deposit entries. 2.3. List cash and <i>non cash transactions</i> on banking deposit forms, according to the banking institution's guidelines. 2.4. Process in store credit systems according to store policy.
3. Process non cash transactions.	3.1. Balance non cash transactions and present <i>documentation</i> to relevant personnel for checking. 3.2. Note irregularities and refer to relevant personnel for resolution.
4. Reconcile invoices for payment to creditors.	4.1. Identify discrepancies between invoices and delivery notes and report to relevant personnel or section for resolution. 4.2. Identify errors in invoice charges and report to relevant personnel or section for correction or resolution. 4.3. Rectify discrepancies and errors as directed. 4.4. Process corrected and authorised invoices for payment within designated time limits. 4.5. Resolve creditor enquiries or refer to relevant personnel or section for resolution.
5. Prepare invoices for debtors.	5.1. Perform <i>preparatory calculations</i> to produce accurate customer invoices. 5.2. Complete relevant documentation to ensure accuracy of contents. 5.3. Distribute documents to relevant personnel or section for certification prior to being dispatched. 5.4. Dispatch verified documents within designated time limits. 5.5. Copy and <i>file</i> documents for auditing purposes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- self management skills to complete tasks within a set timeframe
- literacy skills to interpret documentation
- numeracy skills to:
 - process petty cash transactions
 - receive and process deliveries
 - perform sales transactions
 - balance cashbook entries and takings
 - generate invoices
- interpersonal skills to:
 - refer and report irregularities, discrepancies and errors in transactions to relevant personnel
 - resolve creditor enquiries or refer to relevant personnel through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- store policy and procedures in regard to:
 - register or terminal balance
 - security of cash and non-cash transactions
 - petty cash
 - cash balances
 - banking procedures
 - purchase requisitions or orders
 - issuing of receipts
 - delivery dockets
 - credit notes
 - statements
 - remittance advices
 - cash register rolls
 - deposit books
 - change required and denomination of change
 - operation of equipment used at register or terminal

- processing delivery and delivery document discrepancies
- invoicing procedures for debtors and creditors
- payment and invoice procedures, including GST requirements
- cash and non-cash handling procedures, including:
 - opening and closing point-of-sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash balances
 - counting cash
 - calculating non-cash documents
 - customer credit ratings
 - balancing point-of-sale terminal
 - recording takings
 - change required and denominations of change
 - EFTPOS
 - credit cards
 - processing of cheques
 - gift vouchers
 - lay-by
 - cash on delivery (COD)
 - lay-by
 - credits and returns
 - customer refunds

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies
- consistently applies skills related to the reconciliation and payments of invoices for creditors and debtors, according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment

- relevant documentation, such as:
 - store policy and procedures manuals
 - financial transaction dockets, slips and invoices
 - banking deposit forms
- EFTPOS facilities and equipment
- registers and related equipment
- relevant financial management systems.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXADM001A Apply retail office procedures
- SIRXICT001A Operate retail technology.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Store policy and procedures in regard to:

- store financial systems.

Relevant personnel may include:

- manager
- supervisor
- team leader
- specialist staff.

Non-cash transactions may include:

- EFTPOS and credit cards
- customer credit ratings
- cheques
- hire-purchase
- lay-by

Documentation may include:

- cash on delivery (COD)
- customer refunds.
- purchase requisitions
- purchase orders
- invoices
- receipts
- delivery dockets and receipts
- credit notes
- statements
- remittance advices
- cash register rolls
- deposit books.

Preparatory calculations may include:

- application of prior credit
- discounting
- quantity
- calculation of GST.

Methods used to **file** documents may include:

- manual
- electronic.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXFIN003A Produce financial reports

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments and takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

Application of the Unit

This unit applies to team members who produce accurate financial reports according to store policy and procedures. It requires the accurate and effective recording of data for preparation of trial balances, and receiving, recording and dispatching records and payments to debtors and creditors. These tasks are performed under some supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Enter payment summaries into journals.	1.1.Fill payment documents out identifying relevant details. 1.2.Check payment documents for authenticity of claim. 1.3.Balance payment documents on a routine basis.
2. Reconcile accounts to balance.	2.1.Identify discrepancies between <i>transaction</i> documentation and account balances. 2.2.Rectify errors in documentation. 2.3.Record data on <i>nominated system</i> within designated time limits.
3. Prepare bank reconciliations.	3.1.Check deposit entries and cash payment summaries for accuracy against bank statements. 3.2.Note and resolve discrepancies. 3.3.Produce regular reconciliation reports within designated time limits to provide data for preparation of trial balance. 3.4.Complete pay in documentation accurately. 3.5.Balance all transaction calculations.
4. Receive and document payments and takings.	4.1.Count cash correctly and give correct change, if applicable. 4.2.Verify cheque and credit card payments with the <i>relevant personnel</i> or department prior to acceptance. 4.3.Complete and issue receipts.
5. Dispatch statements to debtors and follow up outstanding accounts.	5.1.Check debtor statements for accuracy of contents. 5.2.Rectify any noted discrepancies accurately. 5.3.Dispatch debtor statements within designated time limits. 5.4.Collect outstanding accounts within designated credit periods. 5.5.Review and control credit terms to ensure payment within designated time limits. 5.6.Maintain debtors ledger to reflect current situation. 5.7.Review customer credit terms when indicated, according to <i>store policy and procedures</i> .
6. Dispatch payments to creditors.	6.1.Check payment documentation prepared by others for accuracy of information and dispatch to creditors within designated time limits.

- 6.2.Reconcile creditors' statements with accounting **records**.
- 6.3.Input relevant data to creditors' ledger.
- 6.4.Reconcile general ledger against accounting records.
- 7. Generate financial documents.
 - 7.1.Clarify purpose of the report with relevant personnel.
 - 7.2.Identify and obtain relevant data from nominated internal or external **sources**.
 - 7.3.Update nominated internal records to show current status of financial report.
 - 7.4.Transcribe data onto nominated form and in the authorised manner.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy skills to:
 - interpret documentation
 - write reports
- numeracy skills to:
 - reconcile accounts
 - count cash
 - calculate non-cash transactions
 - report on takings
- interpersonal skills to:
 - verify cheque and credit card payments with relevant personnel or department prior to acceptance
 - clarify purpose of report with relevant personnel
 - identify and obtain relevant data through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- store policy and procedures in regard to:
 - register or terminal balance
 - cash and non-cash transactions security
 - cash balances
 - banking procedures
 - purchase requisitions and orders

- issuing of receipts
- delivery dockets
- credit notes
- statements
- remittance advices
- cash register rolls
- deposit books
- change required and denomination of change
- operation of equipment used at register or terminal
- processing delivery document discrepancies
- invoicing procedures for debtors and creditors
- payment and invoice procedures, including GST requirements
- relevant legislation and statutory requirements
- cash and non-cash handling procedures, including:
 - balancing point-of-sale terminal
 - recording takings
 - security of cash and non-cash transactions
 - change required and denominations of change
 - EFTPOS
 - credit cards
 - gift vouchers
 - lay-by
 - credits and returns

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures when producing financial reports
- consistently applies store policy and procedures in regard to handling cash
- consistently applies store policy and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trial balances

Context of and specific resources for assessment	- consistently applies store policy and procedures in regard to receiving, recording and dispatching to debtors and creditors - applies follow-up procedures for outstanding accounts. Assessment must ensure access to: - a retail work environment - relevant documentation, such as: - financial transaction dockets, slips and invoices - recording and tally sheets - store policy and procedures manuals - recording, documenting and filing systems - registers and related equipment, including EFTPOS facilities and equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - customer feedback - answers to questions about specific skills and knowledge - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Transactions</i> may include:	- cash - cheque - credit card - EFTPOS - store card - internet payments - lay-by - gift vouchers

- returns.
- Nominated system*** may include:
 - recording
 - documenting
 - reporting systems
 - accounting.
- Relevant personnel*** may include:
 - supervisor
 - team leader
 - manager.
- Store policy and procedures*** in regard to:
 - financial systems
 - cash handling
 - reconciling accounts.
- Records*** may be:
 - manual
 - electronic.
- Sources*** may include:
 - staff members
 - formal or informal reports
 - written or verbal data
 - formal or informal meetings
 - quantitative and qualitative data.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXFIN004A Manage financial resources

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement financial control systems. It involves controlling cost and budget, maintaining store accounting systems and developing and negotiating budget allocations.

Application of the Unit

This unit applies to personnel with managerial responsibility who maintain accurate accounting systems to successfully negotiate, develop and implement store budgets, and analyse and report on income and expenditure against budget targets, according to store policy and procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Control costs.	1.1.Implement cost reduction measures according to <i>store policy and procedures</i>. 1.2.Assess and interpret <i>information</i> on costs and <i>resource</i> allocation. 1.3.Encourage <i>team members</i> actively to control costs in their areas of responsibility. 1.4.Promptly implement recommendations for improving cost reduction or <i>communicate</i> to <i>relevant personnel</i>.
2. Control budget.	2.1.Monitor and maintain expenditure within budget targets according to store policy. 2.2.Compare actual income and expenditure to budget targets at regular intervals, according to store policy. 2.3.Monitor, analyse and compare gross profit and loss figures by department or section and store, with budget targets. 2.4.Monitor and analyse net profit figures, including floor space profitability, according to budget targets. 2.5.Monitor and analyse stock turnover figures according to budget targets. 2.6.Promptly inform relevant personnel, where potential occurs for budget under or overspend. 2.7.Take prompt corrective action where significant deviations from budget occur. 2.8.Negotiate necessary changes or allocations to agreed budget in advance of requirement. 2.9.Ensure modifications to existing budgets are authorised according to store policy.
3. Propose expenditure.	3.1.Ensure estimates of costs and benefits are supported by valid, relevant information. 3.2.Ensure final recommendations are supported by realistic alternatives and contain accurate, clear <i>proposals</i>. 3.3.Ensure recommendations clearly indicate net benefits over designated timeframe and related changes in operations. 3.4.Clarify contentious issues by further explanation.

- 3.5. Compare estimates to actual costs and benefits to improve future proposals.
4. Maintain store accounting systems.
 - 4.1. Manage and maintain store policy and procedures in regard to **record-keeping systems**.
 - 4.2. Monitor and maintain store systems for recording sales figures, revenue and expenditure.
 - 4.3. Monitor and maintain systems for recording and retrieving financial, personnel and payroll information as required by store policy.
5. Prepare store sales budgets.
 - 5.1. Maintain store policy and procedures in regard to preparation of **budget or target figures**.
 - 5.2. Compare, analyse, document and report budget and actual sales revenue and expenditure figures, according to budget targets and store policy.
 - 5.3. Maintain accurate records on past sales budgets or targets according to store policy.
 - 5.4. Present proposed budgets or targets accurately and concisely.
 - 5.5. Justify variations to proposed targets and report according to store policy.
6. Negotiate budgets.
 - 6.1. Conduct budget negotiations within a set timeframe and in a manner likely to promote good relationships.
 - 6.2. Ensure budget negotiations reflect the overall store policies and objectives relevant to the manager's area of responsibility.
 - 6.3. Seek clarification, where areas of uncertainty or disagreement occur.
 - 6.4. Inform all relevant personnel promptly of budget decisions.
 - 6.5. Present proposals clearly, concisely, in an appropriate form, and emphasising benefits to store operation.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - encourage team members to control costs
 - provide information to relevant personnel where potential occurs for budget under or overspend
 - negotiate budgets and provide information on budget decisions through clear and direct communication
 - ask questions to identify and confirm requirements

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- time management skills to prepare, negotiate and complete budgets within set timeframes
- literacy and numeracy skills to:
 - write and present reports
 - compile and analyse budgetary figures

Required knowledge

- store policy and procedures in regard to:
 - financial management
 - resource utilisation
- store revenue
- capital and overhead costs
- interest rates
- pricing policies, including GST requirements
- cost of stock, materials and equipment
- staffing costs
- operational costs
- principles and techniques in:
 - interpersonal communication
 - monitoring resource utilisation and costs
 - analysing efficiency and effectiveness
 - cost-benefit analysis
 - differential analysis
 - risk analysis

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently negotiates, develops and implements store budgets according to store policy and procedures
- monitors, analyses and reports on income and expenditure against budgets according to store policy and procedures
- manages and maintains accurate accounting systems according to store policy and procedures
- develops and maintains store policy and procedures in

	regard to store sales budgets or targets.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • store or sample policy and procedures in regard to financial management • an accounting system • budgetary information • a team involved in budget control.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • research project • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Store policy and procedures</i> in regard to:	• financial management • reporting mechanisms.
<i>Information</i> may include:	• resource utilisation • capital and overhead costs • interest rates • stock, materials and equipment • staffing levels • operational costs.
<i>Information</i> may be obtained by:	• direct observation • written reports • numerical data.
<i>Resources</i> may include:	• people

- materials
 - equipment and technology
 - finances
 - time.
- Team members** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Communication** may be:
- formal and informal
 - with individuals or groups
 - written, faxed, emailed or spoken.
- Relevant personnel** may include:
- relevant managers
 - supervisor
 - team leader.
- Proposals** may include:
- profitability
 - productivity
 - quality of service
 - environmental impact
 - working conditions
 - working relationships
 - team motivation
 - long-term goals
 - short-term goals.
- Record keeping systems** may include:
- manual
 - computerised.
- Budget or target figures** may encompass:
- sales
 - cash flow
 - net profit
 - payroll
 - staff expenditure
 - capital
 - maintenance
 - advertising and promotion.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXFIN005A Manage operations to budget

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control cost expenditure while managing the overall activities of a wholesale or retail operational area to budget.

Application of the Unit

This unit applies to personnel with managerial responsibility who estimate expenditure, prepare budgets and monitor performance against those budgets within an appropriate business accounting system. It includes some supervision of other staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Control costs.	1.1. Implement effective cost reduction measures, according to <i>company policy and procedures</i>. 1.2. Assess and interpret <i>information</i> on costs and <i>resource</i> allocation. 1.3. Encourage <i>team members</i> actively to control costs in their areas of responsibility. 1.4. Implement recommendations promptly for improving cost reduction or communicate to <i>relevant personnel</i>.
2. Control budget.	2.1. Monitor and maintain expenditure within budget targets according to business policy. 2.2. Compare actual income and expenditure to budget targets at regular intervals according to business policy. 2.3. Analyse gross profit and loss figures by business areas and compare with budget targets. 2.4. Monitor net profit figures and report according to budget targets. 2.5. Inform relevant personnel promptly where potential occurs for budget under or overspend. 2.6. Take prompt corrective action where significant deviations from budget occur. 2.7. Negotiate necessary changes to agreed budget allocations in advance of requirement. 2.8. Authorise modifications to existing budgets according to business policy.
3. Propose expenditure.	3.1. Ensure estimates of costs and benefits are supported by valid, relevant information. 3.2. Ensure final recommendations are supported by realistic alternatives and contain accurate, clear <i>proposals</i>. 3.3. Ensure recommendations clearly indicate net benefits over designated timeframe and related changes in operations. 3.4. Clarify contentious issues by further explanation. 3.5. Compare estimates to actual costs and benefits to improve future proposals.

4. Maintain business accounting systems.	4.1. Manage and maintain business policy and procedures in regard to record-keeping systems . 4.2. Monitor and maintain business systems for recording sales figures, revenue and expenditure. 4.3. Monitor and maintain systems for recording and retrieving financial, personnel and payroll information as required by business policy and relevant legislation .
5. Prepare business sales budgets.	5.1. Observe business policy and procedures in regard to preparation of budget or target figures . 5.2. Compare, analyse, document and report budget and accurate sales revenue and expenditure figures, according to budget targets and business policy. 5.3. Maintain accurate records on past sales budgets or targets according to business policy. 5.4. Present proposed budgets or targets accurately and concisely. 5.5. Justify variations to proposed targets and report according to business policy. 5.6. Report sales budgets accurately and concisely.
6. Set budget targets and monitoring mechanisms.	6.1. Conduct budget negotiations within a set timeframe and in a manner likely to promote good relationships. 6.2. Ensure budget negotiations reflect the overall business policies and objectives relevant to the manager's area of responsibility. 6.3. Acquire and deploy resources, according to relevant legislation and company guidelines. 6.4. Maintain accurate and up to date records of resource allocation and usage according to company guidelines. 6.5. Develop and review management systems that enable timely collection, management and processing of information. 6.6. Complete records of budget performance and expenditure and report according to company procedures and guidelines. 6.7. Enforce budget audit mechanisms and compliance requirements. 6.8. Inform relevant personnel promptly of budget decisions .

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - encourage team members to control costs
 - provide information to relevant personnel where potential occurs for budget under or

- overspend
- negotiate budgets and provide information on budget decisions through clear and direct communication
- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- planning and self management skills to:
 - prepare budgets and monitor performance against those budgets within set timeframes
 - manage resources
- literacy skills to:
 - write and present reports
 - interpret business policy and procedures
 - generate reports
- numeracy skills in regard to:
 - budget calculation and control
 - using accounting systems

Required knowledge

- principles and techniques in:
 - interpersonal communication
 - monitoring resource utilisation and costs
 - analysing efficiency and effectiveness
 - cost-benefit analysis
 - differential analysis
 - risk analysis
 - resource planning
 - interpreting and analysing budget and accounting documentation
- information sources on product and supply arrangements for customers
- business policy and procedures affecting job role or function
- resource utilisation, including capital, material and human
- business revenue
- capital and overhead costs
- interest rates
- cost of stock, materials and equipment
- accounting and reporting protocols and professional standards
- staffing costs
- operational costs
- relevant legislation relating to finance management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- negotiating, developing and implementing budgets according to business policy and procedures
- managing and maintaining accounting systems according to business policy and procedures
- monitoring, analysing and reporting on operational areas income and expenditure against budget
- taking corrective actions, where appropriate, where income and expenditure performance is not being completed according to budget or business targets
- consistently producing financial reports to standard business requirements over a period of time
- consistently implementing policy and procedures for the reporting and recording of budgetary and financial information within an operational area
- developing, advocating and gaining approval for an operational area's budget.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- business or sample policy and procedures in regard to financial management
- an accounting system
- budgetary information
- a team involved in budget control.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Company policy and procedures*** in regard to:
- operating procedures and instructions
 - financial management
 - resource management
 - reporting mechanisms.
- Information*** may be obtained by:
- direct observation
 - accessing written reports
 - accessing numerical data.
- Resources*** may include:
- people
 - materials
 - equipment and technology
 - finances
 - time.
- Team members*** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Relevant personnel*** may include:
- senior managers
 - team members.
- Proposals*** may:
- be long-term or short-term
 - include potential improvements in profitability
 - productivity
 - quality of service
 - environmental impact
 - working conditions
 - working relationships
 - team motivation.
- Record-keeping systems*** may include:
- manual
 - computerised.
- Relevant legislation*** may include:
- taxation law, including GST
 - superannuation guarantee
 - awards, workplace agreements, and other industrial arrangements

- WHS
 - workplace relations
 - workers' compensation
 - industry codes of practice
 - transport, storage and handling of goods
 - Australian Competition and Consumer Commission provisions
 - Trade Practices and Fair Trading Acts.
- Budget or target figures*** may encompass:
- sales
 - cash flow
 - net profit
 - payroll
 - staff expenditure
 - capital
 - maintenance costs.
- Review*** of management systems may include:
- stakeholder consultation
 - modelling results
 - cost-benefit analysis
 - data analysis.
- Audit mechanisms*** may be:
- manual or electronic
 - cyclical
 - automated.
- Budget decisions*** may vary according to:
- key performance indicators
 - strategic objectives
 - cash flow
 - net profit or loss
 - market and sales indicators
 - brand value
 - quality standards and criteria
 - performance benchmarks.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXFIN006A Manage prices

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish prices for products or services to ensure business targets are achieved according to identified market trends and business targets and agreed trading terms.

Application of the Unit

This unit applies to experienced sales or administrative staff who access and interpret market research and forecast information in order to set and manage prices and establish trading terms with customers for a range of products or services, according to business policy and legislative requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm market research and forecasts.	1.1. Analyse <i>market research and forecasts</i> to ascertain supply of and demand for products and services. 1.2. Assess fundamentals affecting supply and demand in the marketplace. 1.3. Review historical data and current forecasts. 1.4. Determine opportunity for products or services to penetrate new markets.
2. Set price for goods or services.	2.1. Determine cost of providing products and services. 2.2. Determine <i>prices and profit margins</i> . 2.3. Apply relevant <i>business policy and procedures</i> to manage changes to prices. 2.4. Analyse margins and risk. 2.5. Review future market and business objectives and performance indicators. 2.6. Consider impact of government, taxation and financial market trends prior to setting price. 2.7. Set price.
3. Announce price for goods or services.	3.1. Assess <i>mechanisms for communicating</i> current and future prices. 3.2. Consider future price trends and information relevant to the specific market prior to announcing new price structures. 3.3. Determine best alternatives to communicate and secure prices.
4. Establish trading terms for the business.	4.1. Analyse profitability and parameters for shaping <i>trading terms</i> . 4.2. Analyse long term forecasted impact of trading terms established with individual <i>customers</i> . 4.3. Confirm processes for approving trading terms. 4.4. Establish supplier trading terms. 4.5. Finalise business customer trading terms. 4.6. Finalise direct customer trading terms. 4.7. Approve trading terms according to business policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - communicate pricing internally and externally through clear and direct communication
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- negotiation skills to establish supplier trading terms
- literacy skills to:
 - interpret business policy and procedures
 - organise and analyse information from written and electronic sources
 - generate reports
- numeracy skills to:
 - analyse numerical and mathematical information on pricing and market growth
 - establish prices for products and services and maintain margins
 - response to competitor activities

Required knowledge

- business policy and procedures in regard to:
 - job role and responsibilities
 - seeking approval for effective trading terms
 - finalising trading terms and setting prices
 - communicating prices
- factors affecting supply and demand for a range of products and services including:
 - impact of taxation and other regulatory controls affecting a market
 - price trends
 - overall supply chain management issues and trends
 - information on prices and market growth
- sourcing historical data
- prioritising work schedule
- information sources on product and supply arrangements for customers
- relevant legislation relating to trade

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishes trading terms to meet business outcomes
- maintains business relationships and profit margins over time
- communicates prices in the most effective and efficient manner
- identifies and responds to impact of forecasts and research on prices
- ability to anticipate and respond to competitor activities and pricing policies
- ability to manage prices for a range of products or services within a customer, geographic or market area (e.g. trading terms, communication to customers and businesses, risk analysis, margin identification)
- maintains sustainable business targets in consideration of margins, market share, customer relationships and trading terms.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- business or sample policy and procedures in regard to price management
- an accounting system
- budgetary information
- relevant documentation, such as:
 - financial and market reports
 - business policy and procedures manuals
- a variable market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a case study
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Market research and forecasts may encompass:

- sales
- cash flow
- net profit
- payroll
- staff expenditure
- capital
- maintenance costs
- market trends.

Factors influencing ***prices and profit margins*** may include:

- profit margin
- volume of sales
- market share
- competitor activities
- quality
- presentation or merchandising of the product
- associated sales
- associated promotions
- promotional tie-ins or co-location.

Business policy and procedures may relate to:

- sale of goods and services
- pricing of merchandise
- communicating with customers and suppliers
- setting trading terms.

Mechanisms for communicating may include:

- manual or electronic catalogues
- public notification
- print and visual media
- electronic media and means
- verbal
- annual reports
- internal or external price reports
- seasonal reports.

Trading terms may relate to:

- pricing
- delivery
- partnerships and exclusivity
- credit and payment terms.

Customers may include:

- new and existing customers
- internal or external customers
- business customers or individuals
- customers with a range of social, cultural and

ethnic backgrounds and physical and mental abilities

- customers with routine or special needs.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXGLC401 Monitor compliance with legislative requirements for the establishment of a retail business

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXGLC001A Monitor compliance with legal and legislative requirements affecting business operations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate and comply with the legal and administrative requirements for establishing a retail business.

The unit covers identifying and understanding relevant legislation, establishing a legal structure for a business, complying with statutory requirements, minimising risks, and securing rights to products and services.

Application of the Unit

This unit applies to senior managers and business owners in the retail environment.

Licensing/Regulatory Information

Licensing, legislative and regulatory requirements apply to the legal establishment of a business at the time of endorsement. Checks should be made of current requirements within the relevant state or territory.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine legal structure of the business.	1.1.Examine legal options for the most suitable type of business structure. 1.2.Investigate legal rights and responsibilities of the business to ensure business is adequately protected under legal and legislative provisions. 1.3.Confer with relevant business partners, business principles, franchisors and funders to inform final decision regarding business structure. 1.4.Seek legal and accounting expertise as required to inform final decision regarding business structure. 1.5.Compile and prepare documentation for lodgement to register the business entity with appropriate corporate regulator according to business owner's wishes.
2. Monitor compliance with statutory and regulatory requirements.	2.1.Confirm statutory and regulatory requirements affecting the operations of the business and take appropriate steps to ensure full compliance. 2.2.Determine insurance requirements and acquire adequate cover to ensure risk minimisation. 2.3.Monitor the establishment and performance of contracts to ensure compliance and the fulfilment of rights and obligations. 2.4.Maintain and update legal documents and relevant records according to security and access requirements.
3. Secure rights to products and services.	3.1.Secure information on purchase rights to products and services and ensure full understanding of their implications. 3.2.Establish cost of procurement rights to products and services, including ongoing financial planning. 3.3.Confirm rights and responsibilities applying to the use of products and services from the wholesaler to ensure accurate information is communicated to customers. 3.4.Determine brand ownership and protection rights. 3.5.Secure contractual procurement rights to provide optimal conditions for procurement of products and services.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - determine the costs and consequences of non-compliance with key legal obligations and requirements affecting wholesale transactions
 - interpret basic documents of a statutory, legal and contractual nature within a business context
 - record, store and transfer information
- planning and organising skills to research, plan, analyse and organise information

Required knowledge

- business policy and procedures affecting job role or function
- community and consumer representative groups
- concepts of ownership of products, concepts, technology and ideas
- confidentiality and security requirements
- financial reporting and accounting
- information sources on product and supply arrangements for customers
- key regulatory organisations and bodies
- legal rights and responsibilities of different business structures
- legal structures of businesses
- relevant legislation and statutory requirements, including:
 - industry codes of practice
 - work health and safety (WHS)
 - Australian consumer law
- service and consumer rights and business obligations
- sources of legal and technical expertise and advice
- statutory and approval processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and

Evidence of the following is essential:

- identifies, analyses and describes a range of basic business

evidence required to demonstrate competency in this unit

structures

- accesses and interprets a range of relevant legal and technical advice on operational matters
- determines and formally details the compliance of existing business operations with legal and legislative requirements
- confirms and describes the rights of consumers, covering a range of service and product delivery scenarios for a business
- uses relevant legal and statutory rights to protect the business brand and intellectual property.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - information on the internal and external operating environment
 - business policy and procedures manuals
- information on:
 - business operations
 - markets
 - competitors
 - products and services
 - suppliers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be

included.

Business structure:

- may vary according to:
 - confidentiality considerations
 - franchise arrangements and structures
 - preferences of owners
 - requirements of funding bodies
 - superannuation considerations
 - taxation considerations
- may be established as a:
 - incorporated company
 - partnership
 - sole trader (also known as a 'single proprietor')
 - trust.

Legal and legislative provisions may include:

- Australian Competition and Consumer Commission provisions
- contract law
- emergency procedures
- environmental protection legislation
- equal employment opportunity (EEO) and anti-discrimination law
- franchise agreements
- industry codes of practice
- licence, patent or copyright arrangements
- WHS
- taxation law, including registration for the GST
- Australian consumer law and fair trading Acts
- transport, storage and handling of goods
- workers' compensation
- workplace relations.

Statutory and regulatory requirements may vary in relation to:

- business merchandise range
- characteristics of specific products or services
- size, type and location of business
- types of products and services provided
- varying levels of staff training
- worksite specific context, variations and environments.

Insurance requirements vary according to:

- intended use of products or services
- location of market and business
- types of products and services provided.

Rights and obligations

may be determined by consulting internal or external experts in areas, such as:

- economics
- finance and accounting
- insurance
- law
- probity
- technical and scientific
- trade.

Records may be:

- electronic
- manual.

Sources of ***information*** may be:

- direct or indirect
- electronic or hard copy
- feedback
- non-verbal communication
- verbal communication, including:
 - face-to-face
 - radio
 - telephone
- written instructions and communication, such as:
 - data exchange
 - emails
 - letters.

Brand may encompass:

- company brands
- intellectual property
- product brands
- registered brands
- registered trademarks
- supplier brands.

Unit Sector(s)

Cross-Sector

Competency Field

Governance and Legal Compliance

SIRXGLC502 Establish business legal and legislative requirements

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXGLC002A Establish compliance with legislative requirements. Significant review of unit, with deletion of wholesale focus and addition of content from deleted unit SIRXGLC003A Comply with legislative requirements affecting business activities.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and understand the salient features of the legal environment as they affect businesses, and to establish compliance with legal and legislative requirements.

This unit covers aspects of contract law, intellectual property, product recall risk, and transfer of ownership across national boundaries.

Application of the Unit

This unit applies to senior managers and business owners.

Licensing/Regulatory Information

Licensing, legislative and regulatory requirements apply to the legal establishment of a business at the time of endorsement. Checks should be made of current requirements within the relevant state or territory.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Examine legal compliance of business-to-business arrangements.	1.1.Determine key elements of major <i>legal oversight systems</i> affecting business-to-business operations. 1.2.Compare various issues affecting <i>different forms of contract and agreements</i> within business operations. 1.3.Detail business entities commonly encountered in the business environment. 1.4.Examine legal aspects of <i>financial transactions</i> within business operations. 1.5.Determine <i>legal requirements</i> for the sale of products and services across state, territory, regional and national borders. 1.6.Examine legal implications of e-commerce for business-to-business operations.
2. Establish compliance of current product recall policy and procedures.	2.1.Develop <i>procedures and guidelines</i> for supplier-initiated recalls. 2.2.Develop recall procedures and guidelines for government or industry-initiated recalls. 2.3.Ensure product recall procedures and guidelines comply with prevailing legislative, legal and industry requirements. 2.4.Circulate product recall procedures and policies to <i>relevant personnel</i> and business partners. 2.5.Establish procedures for halting or monitoring the sale and distribution of recalled products. 2.6.Inform <i>staff</i> of risks associated with recalled products. 2.7.Establish policy and procedures for dealing with media and consumer enquiries relating to product recalls. 2.8.Establish storage, isolation or disposal process for recalled products according to risk and recall notification. 2.9.Analyse records and reports on product recall activities and costs.
3. Ensure compliance of	3.1.Determine legal rules relating to ownership of assets and

parties undertaking business transactions.	intellectual property. 3.2. Apply legal rules relating to the transfer of risk. 3.3. Design and issue warranties in compliance with relevant legislation. 3.4. Ensure insurance for business operations and products complies with relevant legislation. 3.5. Determine legal remedies and enforcement options available for the resolution of disputes.
4. Ensure compliance with business and contract law.	4.1. Determine and apply requirements for a valid contract to be formed in a business environment. 4.2. Apply remedies available for breaches of contract within a business-to-business transaction. 4.3. Analyse and apply range of principles affecting business-to-business licensing and other agreements.
5. Analyse application of intellectual property.	5.1. Determine major principles relating to intellectual property and its creation. 5.2. Compare various forms or categories of intellectual property. 5.3. Apply law of copyright in business-to-business transactions and relationships. 5.4. Apply law of design in business-to-business transactions and relationships. 5.5. Analyse various methods of regulating patents and trademarks in an international and local business environment. 5.6. Apply principles of assignment and licensing of intellectual property rights. 5.7. Determine legal consequences of franchising of intellectual property rights held by a business.
6. Ensure compliance with workplace and safety laws.	6.1. Identify and implement policies and procedures to ensure goods are handled, stored and transported safely and according to requirements for dangerous and hazardous materials. 6.2. Identify and implement policies and procedures to ensure food is handled, stored and transported according to food safety requirements. 6.3. Identify and implement policies and procedures to ensure equal employment opportunity (EEO), anti-discrimination and related legislative provisions and business codes are implemented. 6.4. Record , store and transfer information according to legislative and business requirements. 6.5. Administer access to records according to legislative and

business requirements ensuring customer and staff privacy is protected.

6.6. Use **appropriate channels** to report and action **grievances or complaints** against individual behaviour or practices in line with organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - discuss risk management plan
 - inform staff of risks associated with recalled products through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - determine the costs and consequences of non-compliance with key legal obligations and requirements affecting wholesale transactions
 - interpret language and meaning associated with legislative, statutory, legal, insurance and contractual documents that span national and international contexts
 - record, store and transfer information
 - research, plan, analyse and organise information
- self-management skills to apply relevant legal principles

Required knowledge

- business policy and procedures affecting job role or function
- contract validation
- information sources on product and supply arrangements for customers
- principles relating to intellectual property
- product and service warranties
- relevant legislation and statutory requirements, including:
 - industry codes of practice
 - work health and safety (WHS)
 - Australian consumer law
 - domestic and international law, conventions, agreements and legislation
- remedies available for breach of contract
- reporting requirements

- business context, both national and international, in which the legal, insurance, rights and contractual sources of information apply

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- completes tasks associated with management of a business operation in a satisfactory and timely manner and in compliance with legal and legislative requirements
- uses relevant legal and statutory rights to protect the business brand and intellectual property
- implements and documents product recall procedures for a business operation
- describes and complies with legal rules relating to transfer of risk and legal obligations affecting a specific range of business operations, including import and export operations
- establishes and implements appropriate reporting procedures and record-keeping systems for a business operation
- processes documentation relating to business and legal compliance within a set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - relevant legislation and statutory requirements
 - information on the internal and external operating environment
 - business policy and procedures manuals
- information on:
 - business operations
 - markets
 - competitors
 - products and services
 - suppliers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Legal oversight systems may include:

- Australian Competition and Consumer Commission provisions
- contract law
- environmental protection, and sustainability
- EEO
- industry codes of practice
- licence, patent or copyright arrangements
- WHS
- Australian consumer law and fair trading Acts
- transport, storage and handling of goods
- workplace relations.

Different forms of contract and agreements may include or relate to:

- common-use arrangements or standing offers
- consequences
- contracts, including:
 - contracts as detailed under the Australian consumer law
 - external contracts
- in-house service level agreements
- letters of appointment or intent
- memorandums of understanding or memorandums of agreement
- non-compliance
- people contracts
- petty cash
- purchase orders
- trade partners
- verbal and written orders.

Financial transactions

- cash on delivery (COD)

may include:

- cheques
- credit card transactions
- customer account management
- customer refunds
- deposits
- hire-purchase
- withdrawals.

Legal requirements for the sale of products and services may include:

- industry codes of practice
- liquor laws
- lottery legislation
- WHS
- pricing procedures, including GST requirements
- sale of second-hand goods
- sale of X and R-rated products
- tobacco laws
- Australian consumer law and fair trading Acts.

Product recall **procedures and guidelines** may be developed in consideration of:

- approvals obtained
- claim procedures on recalled products
- consultation with key stakeholders
- impact on business relationships and contractual arrangements
- insurance issues
- legal requirements
- organising logistics
- reporting compliance
- timing
- warnings.

Procedures and guidelines may include:

- customer-specific
- documented in hard copy or electronic manuals
- implemented at business, team or operational levels
- product or service-specific
- territory or location-specific.

Relevant personnel may include:

- employees
- internal or external contacts
- relevant managers
- supervisors.

Staff may include:

- full-time, part-time, casual or contract staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions
- people with varying degrees of language and literacy.

Principles related to **intellectual property**

- ability to show ownership
- legal and legislative provisions

may vary according to:

- location, for example, international variations in legal protection
- nature of product or service delivery
- nature of the product or service
- scope of protection sought.

Record may refer to:

- asset registers
- corporate credit card transaction statements
- evaluation process documentation
- financial statements
- human resources files
- invoices and payment requests
- offer and contract documents
- purchase requests and orders
- records of authorised officers' decisions
- records of conversation
- records of supplier performance
- statements and petty cash vouchers
- tender submissions and proposals.

Appropriate channels may include:

- informal and formal meetings
- presentations
- verbal reports
- written reports.

Grievances or complaints may be reported by:

- customers
- management
- staff
- staff representatives.

Unit Sector(s)

Cross-Sector

Competency Field

Governance and Legal Compliance

SIRXHRM001A Administer human resources policy

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and manage human resources.

Application of the Unit

This unit applies to managers responsible for administering the organisation's human resources policy. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement staffing levels.	1.1.Maintain and monitor <i>store policy and procedures</i> in regard to <i>staffing levels</i>. 1.2.Maintain store staffing plans involving total store operation. 1.3.Ensure store staffing plan is comprehensive, concise and easily understood by <i>staff and management</i>. 1.4.Base all staffing figures on accurate and current information. 1.5.Develop <i>contingency plans</i> to cope with extreme situations. 1.6.Identify, analyse and rectify staff turnover problems as required by store policy.
2. Monitor staff performance.	2.1.Analyse, monitor and maintain store policy and procedures in regard to staff performance requirements. 2.2.Conduct performance appraisal and counselling interviews as required according to store policy. 2.3.Give clear, constructive <i>feedback</i> on performance at a level and pace appropriate to the team member. 2.4.Recognise performance and achievement and encourage individuals to contribute to their own assessment. 2.5.Encourage individuals to contribute to improving policy and procedures. 2.6.Discipline and counsel staff as required according to store policy and <i>statutory requirements</i>. 2.7.Implement staff dismissals according to store policy and procedures and statutory requirements. 2.8.Conduct terminal and exit interviews, according to store policy and procedures and statutory requirements. 2.9.Accurately and completely record details of all procedures and made available to authorised personnel.
3. Identify and minimise potential industrial relations problems.	3.1.Develop and implement strategies in regard to <i>interpersonal conflict</i> and dispute resolution, according to store policy and procedures. 3.2.Actively encourage consultation and cooperation within team. 3.3.Provide constructive support to resolve problems where

- interpersonal conflict arises.
- 3.4. Accurately **communicate** current dispute resolution and grievance procedures to team members.
 - 3.5. Concisely and accurately record details of proceedings and make available to authorised personnel.
 - 3.6. Treat team members with integrity, respect and compassion.
4. Develop and implement training plans.
 - 4.1. Develop **training objectives and activities** based on considered assessment of existing individual and team competencies, potential competency and career aspirations according to store policy.
 - 4.2. Regularly review, update and improve training plans in consultation with staff and management.
 - 4.3. Ensure training plans contain clear, realistic **objectives**.
 - 4.4. Encourage and assist individuals to evaluate their own development and training needs and to contribute to development planning and review.
 - 4.5. Plan training activities to optimise the use of available resources.
 - 4.6. Identify training needs using accurate and current information.
 - 4.7. Clearly define training requirements relating to specific competencies necessary to perform a specified role or function.
 - 4.8. Provide ongoing training information to all staff.
 - 4.9. Delegate responsibility for training to **specific staff**.
 - 4.10. Document planned training needs and specified outcomes.
 - 4.11. Monitor and maintain budget in regard to training and assessment of staff according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - conduct performance appraisal and counselling and terminal and exit interviews
 - give feedback and provide information
 - encourage individual contribution and evaluation of training and development needs
 - discipline and counsel staff and resolve conflicts
 - encourage consultation and cooperation in the team through clear and direct communication
 - ask questions to identify and confirm requirements,

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- analysing training needs
- monitoring staff performance
- conducting performance appraisal
- negotiating
- literacy skills in regard to:
 - researching, analysing and interpreting a broad range of written material
 - preparing reports
 - documenting results
 - numeracy skills in regard to interpreting and maintaining data.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - staffing
 - performance appraisal
 - employee relations
 - staff development
- relevant statutory, legal and industrial relations requirements in regard to:
 - monitoring staff performance
 - counselling
 - disciplinary procedures
 - dismissal procedures
 - agreements, awards and wages and conditions
 - anti-discrimination
 - equal opportunity
 - sexual harassment
 - WHS
- a range of responsibilities and job descriptions
- Australian apprenticeship legislation
- Training Packages and competency standards
- store staffing plan
- staff levels and turnover
- existing competencies
- resources available for training
- principles and techniques in training and development.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains and monitors optimum staff levels according to store policy and procedures by:
 - maintaining staffing plans
 - communicating with staff and management
 - developing contingency plans
 - analysing and rectifying staff turnover problems
- maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
 - monitoring and analysing performance
 - identifying performance and skill gaps
 - applying on the job training and coaching processes to develop employees
 - developing performance improvement plans
 - conducting performance appraisal interviews
 - demonstrating discipline and counselling processes
 - demonstrating dismissal processes
- accurately records and maintains details of staff performance procedures, taking into account privacy requirements
- communicates with team members to minimise potential industrial relations problems
- develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on employee relations and staff development
 - legislative requirements
 - store staffing plan
 - job descriptions
- statutes, awards and agreements relating to:
 - monitoring staff performance

- performance appraisal
- counselling
- disciplinary procedures.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- employee relations and staff development
- systems for recording employee relations information.

Staffing levels may vary according to:

- peak trading times
- special events
- promotion
- stocktakes
- refurbishment.

Staff and management may include:

- full-time, part-time, casual or contract staff
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Contingency plans may include:

- unpredicted staff shortages
- unpredicted customer demand
- accidents or emergencies.

Techniques for providing **feedback** may include:

- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication.

Statutory requirements and legislation may include:

- equal employment opportunity (EEO)
- Australian apprenticeships
- disciplinary procedures
- awards and agreements
- wages and conditions
- anti-discrimination
- sexual harassment
- WHS
- privacy.

Interpersonal conflict:

- may occur with or between:
 - individuals
 - teams
 - customers
 - management
- may be minimised:
 - formally
 - informally
- is minimised to:
 - promote effective working relationships
 - prevent disciplinary or grievance procedures becoming necessary.

Methods to **communicate** information may include:

- verbal
- written, including email.

Training objectives and activities may relate to:

- existing staff competencies
- level of competencies required by staff
- budget allocation for staff training.

Objectives may apply to:

- individuals
- teams
- managers.

Specific staff responsible for training may include:

- supervisor and manager
- training coordinator
- external consultant.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXHRM002A Recruit and select personnel

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Application of the Unit

This unit applies to managers responsible for recruiting and selecting personnel. It involves defining future personnel requirements, determining job specifications, evaluating and selecting applicants, and recruiting staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Define future personnel requirements.	1.1. Accurately identify <i>store policy and procedures</i> in regard to <i>staffing levels</i>. 1.2. Access and utilise accurate and current <i>information</i> to define personnel requirements. 1.3. Clearly identify competencies and attitudes required of <i>staff members</i> and <i>teams</i>. 1.4. Consult <i>relevant personnel</i> as required. 1.5. Support estimates of <i>staffing requirements</i> with <i>appropriate calculations</i> where necessary.
2. Determine job specifications.	2.1. Ensure <i>job specifications</i> accurately reflect the role that the appointee will play in relation to the team as a whole. 2.2. Take into account the views and requirements of all relevant personnel prior to completing the specification. 2.3. Write clear and concise job specifications according to <i>relevant legislation</i>. 2.4. Confirm specifications with relevant personnel prior to recruitment action according to store policy.
3. Recruit staff.	3.1. Maintain and monitor <i>staff recruitment procedures</i>. 3.2. Advertise employment vacancies internally and externally according to store policy. 3.3. Conduct job interviews and <i>employment appraisal tests</i> according to store policy. 3.4. Enact staff selection policy and procedures to comply with equal opportunity and equal employment opportunity legislation. 3.5. Ensure wages and conditions comply with relevant awards and agreements and store policy.
4. Assess and select applicants.	4.1. Conduct assessment and selection process according to store policy and procedures and legal requirements. 4.2. Judge information obtained from each candidate against specified selection criteria, and note any additional influencing factors. 4.3. Promptly seek advice from relevant personnel where difficulty in

interpreting the selection criteria exists, or there appears to be a conflict of criteria.

- 4.4. Identify and correct unintended deviations from agreed procedures before making selection decisions.
- 4.5. Maintain complete, accurate and clear **records** of assessment and selection processes.
- 4.6. Ensure selection recommendations are communicated to authorised personnel only.
- 4.7. Promptly and accurately inform all candidates of selection decisions following each stage of the selection process.
- 4.8. Promptly communicate recommendations for improvements to any aspect of the selection process to appropriate personnel.
- 4.9. Ensure that assessment and selection processes used and evidence gained justify the selection choice.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - consult personnel
 - confirm specifications
 - seek advice and communicate recommendations
 - conduct interviews and inform candidates of results through clear and direct communication
 - ask questions to identify and confirm requirements
 - obtain information from candidates at interview
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- analytical skills to:
 - evaluate information from resumes, letters, references, interviews and aptitude tests against criteria
 - check references, security clearances and personal documentation
- literacy skills to:
 - research, analyse and interpret a broad range of written material
 - write clear accurate job descriptions and specifications
 - prepare reports
 - record details of processes

- document results

Required knowledge

- store policy and procedures in regard to:
 - job role and responsibilities
 - personnel planning, including current and projected staff numbers
 - recruitment , assessment and selection of candidates
- relevant legislation and statutory requirements, including:
 - equal opportunity and Equal Employment Opportunity (EEO) legislation
 - awards and agreements
 - anti-discrimination
 - recruitment sourcing methods
 - government subsidies and support functions for traineeships
 - Australian Apprenticeships
- Training Packages and competency standards
- principles and techniques in:
 - interpersonal communication
 - identifying competency requirements in relation to work demands
 - identifying, defining and assessing competency of individuals
 - consultation
 - interviewing
 - knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies existing and required competencies and attitudes of individuals and teams
- develops job specifications to effectively meet the needs of the store and company
- recruits suitable staff according to:
 - relevant store policy and procedures
 - relevant legislation
 - relevant awards and agreements

Context of and specific resources for assessment

- assesses and selects candidates according to store policy and procedures and legal requirements
- accurately records selection processes.

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on personnel planning, selection and recruitment
 - equal opportunity and equal employment opportunity (EEO) legislation
 - awards and agreements
- job descriptions and specifications.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- personnel planning
- selection and recruitment
- maintaining records.

Staffing levels may vary according to:

- peak trading cycles
- special events
- promotion
- stocktakes
- market trends.

Sources of accurate and current

- colleagues, supervisors and managers

- information** may include:
- store records
 - personal observation and experience
 - store policy and procedures documents
 - unions
 - industry associations.
- Staff members** may include:
- full-time, part-time, casual or contract staff
 - people with varying degrees of language and literacy
 - people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions.
- Teams** may include:
- small work teams
 - store team
 - corporate team.
- Relevant personnel** may include:
- internal or external consultants
 - employees
 - supervisors
 - human resources personnel
 - store and area manager.
- Staffing requirements** may include:
- permanent
 - temporary
 - full-time
 - part-time
 - casual
 - contract.
- Appropriate calculations** may include:
- financial considerations
 - current and projected staff numbers
 - current staff competencies and estimation of competencies required
 - succession planning
 - personnel forecasts
 - business plan and strategic directions.
- Job specifications** should include:
- job title and purpose of position
 - responsibilities
 - competencies required.
- Relevant legislation** may include:
- equal employment opportunity (EEO)
 - anti-discrimination
 - awards and agreements
 - confidentiality laws.
- Staff recruitment procedures** may be delegated to:
- individuals
 - specialist personnel.

Employment appraisal tests may include:

- assessment of relevant competencies
- personality profiling.

Records may be:

- manual
- electronic
- access restricted.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXICT001A Operate retail technology

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

This unit applies to frontline service personnel who operate and maintain a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment, according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain retail equipment.	1.1. Identify purpose of equipment used in store or department. 1.2. Operate equipment, according to design specifications and safety requirements . 1.3. Identify equipment faults and report to relevant personnel . 1.4. Identify and apply maintenance program for retail equipment according to store policy and procedures .
2. Apply keyboard skills.	2.1. Operate keyboard using typing techniques within designated speed and accuracy requirements. 2.2. Enter and edit information accurately.
3. Operate data entry equipment.	3.1. Enter data using relevant equipment, according to store policy and procedures. 3.2. Operate price marking equipment, according to manufacturer instructions and store policy. 3.3. Enter data accurately and within designated time limits.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- planning and organising skills to complete tasks in set timeframe
- problem solving skills to deal with different types of transactions
- literacy and numeracy skills to:
 - read store procedures for operating equipment
 - enter data
 - perform point-of-sale transactions
 - follow common fault-finding procedures

Required knowledge

- store policy and procedures in regard to:
 - the operation and maintenance of store retail equipment
 - reporting problems and faults
- relevant legislation and statutory requirements in regard to operating retail technology, including Work Health and Safety (WHS) requirements
- relevant industry codes of practice
- purpose and impact of using electronic technology
- licensing requirements for carrying and moving merchandise (if applicable)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates a range of store retail equipment according to store policy and procedures and industry codes of practice
- operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications
- applies store maintenance program and reports faults and problems
- consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice
- reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively
- uses keyboard skills to enter and edit data accurately
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - store policy and procedure manuals
 - manufacturer instructions and operation manuals
- a range of store retail equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Equipment may include:

- point-of-sale terminals
- electronic bar coding equipment for price labelling and stocktaking
- portable data entry
- printers
- EFTPOS terminals
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators.

Safety requirements may include:

- hazard identification (e.g. workplace inspections)
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment

- Relevant personnel*** may include:
- reporting incidents and accidents in the workplace.
 - supervisor
 - team leader
 - manager.
- Store policy and procedures*** in regard to:
- store administration
 - clerical systems
 - operating and maintaining retail equipment
 - Work Health and Safety (WHS).

Unit Sector(s)

Cross-Sector

Competency field

Computer Operations and ICT Management

SIRXICT002A Use computers as part of business and e-commerce processes

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process e-commerce transactions and related business activities using computers and electronic technology.

Application of the Unit

This unit applies to sales and administrative staff who routinely use computerised systems and technology in dealing with electronic handling of transactions, accounts and other business procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify computer technology and information systems managing electronic transactions.	1.1. Identify types of computerised technology and systems used in business to business transactions. 1.2. Identify types of computerised technology and systems used in e commerce transactions. 1.3. Confirm maintenance requirements for technology and systems. 1.4. Identify procedures for reporting and removing routine faults. 1.5. Confirm enterprise operating procedures and information for specific technology. 1.6. Confirm range of technology involved in business to business transactions.
2. Set up and use computerised technology and systems for e commerce transactions.	2.1. Identify functions of systems and technology for specific enterprise transactions. 2.2. Determine functions of systems and technology for specific transactions and requirements for completing a range of basic transactions . 2.3. Apply transaction security . 2.4. Preserve security of access protocols and procedures. 2.5. Restrict access to network according to business requirements. 2.6. Confirm processes for using technology to complete credit checks and customer authentication requirements. 2.7. Retrieve, record or update data according to business policy and procedures . 2.8. Organise and issue invoices and statements according to business technology and procedures. 2.9. Process customer requests for further information in the most efficient and timely manner possible. 2.10. Store and back up transaction data, according to business procedures.
3. Use technology to set up an electronic	3.1. Raise account application data and field.

- account for a customer.
- 3.2. Enter customer details.
 - 3.3. Enter customer trading terms or credit details.
 - 3.4. Submit account reports according to business procedures.
 - 3.5. Identify options that may enhance customer requirements or business outcomes.
 - 3.6. Investigate options for configuration of customer account with customer as required.
 - 3.7. Attach previous files or transaction history to principal **file**.
4. Establish business procedures for completing credit checks or updates.
- 4.1. Establish credit checks or transaction report procedures for a specific business process.
 - 4.2. Establish banking documentation and reporting procedures for a specific business.
 - 4.3. Identify approvals or rejections of **electronic payments** by bank or financial institution procedures.
 - 4.4. Determine resolution processes for incomplete credit details or unresolved transactions to ensure **payment for products and services**.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to:
 - set up and update a customer account
 - complete electronic transactions involving public and business customers
 - check business credit rating
 - manage accounts and update accounts in timely manner
- literacy and numeracy skills to:
 - interpret business policy and procedures
 - interpret manufacturer manuals and instructions for technology
 - generate reports
 - enter data
 - analyse data
- problem-solving skills to resolve processes for incomplete credit details or unresolved transactions

Required knowledge

- organisational policy and procedures in relation to:
 - business technology and operational requirements

- data and data processing requirements
- storage and security of data and hardware or records systems
- types of electronic and manual systems used by the industry
- electronic transactions and processes
- relevant legal and legislative provisions in relation to information technology and e-commerce

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses computers to access data relevant to a routine work task
- uses computer applications to complete electronic transactions
- contributes to business operational processes and task completion
- contributes towards operational outcomes within a team setting
- applies business policy and procedures for satisfactory completion of tasks requiring use of electronic or computer technology
- completes accurate data entry and processing
- uses and maintains computers according to business and manufacturer manuals and instructions.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant computer applications and hardware
- relevant documentation, such as:
 - business or enterprise policy and procedures
 - relevant legislation and industry codes of practice
- information on:
 - products and services
 - suppliers
- business customers with a range of requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

are appropriate for this unit:

- observation of performance in the workplace
- research report or case study
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Computerised technology may include:

- personal computers or terminals (stand-alone or networked)
- scanning equipment
- bar coding equipment
- point-of-sale terminals
- hand-held equipment
- software, including:
 - word processing
 - databases
 - spreadsheets
 - financial
 - inventory
- electronic data interchange (EDI).

Systems may include:

- electronic
- manual.

e-commerce may include:

- business to business
- business to end-consumer (direct)
- consumer to consumer.

Maintenance requirements may include:

- cleaning
- hardware or software upgrades
- preventative maintenance
- OHS requirements.

Reporting may be:

- formal and informal
- to individuals or groups
- written, faxed, emailed or spoken.

Sources of **information** may include:

- legislation and regulations
- work procedures and internal manuals
- company operating procedures and instructions
- manufacturer specifications
- supplier and customer instructions
- manifests
- codes of practice
- quality assurance systems, procedures and policies
- awards, workplace agreements, and other industrial arrangements
- verbal communication, including face-to-face, telephone, internet and radio
- written instructions and communication such as data exchange, letters and emails
- safety instructions and workplace signage
- electronic or hard copy
- policy and protocols.

Basic transactions may include:

- sales
- quotations
- returns
- administration of accounts
- electronic transactions, including:
 - electronic data interchange (EDI)
 - MIME
 - value added networks
- payments received by:
 - cash
 - cheque
 - credit card
 - EFTPOS
 - cash on delivery (COD)
 - direct credit.

Transaction security may include:

- principles of digital cryptography, steganography and public-key cryptosystems
- cryptographic standards (e.g. government security policy, international standards)
- digital signatures, digital escrow, certification
- virus protection

- secure communications
 - intrusion detection and countermeasures
 - copy and counterfeit detection
 - privacy and anonymity protocols.
- Credit checks*** may be:
- automated or manual
 - completed internally or by external agent.
- Business policy and procedures*** in regard to:
- acquisition and sale of products and services
 - reporting mechanisms
 - interaction with customers
 - information technology systems
 - processing e-commerce transactions.
- Customer requests for further information*** may include:
- quotations
 - price notification
 - product and service availability
 - logistics (e.g. time of delivery)
 - warranties
 - payment options.
- Customer account ***file*** may include:
- account holder details
 - mode of payment (preferences)
 - customer number
 - credit limits
 - contact details
 - supply details
 - product or service category
 - transaction history.
- Electronic payments*** may include:
- payment gateways
 - electronic presentment
 - clearance systems
 - dishonour systems
 - credit card transactions
 - electronic bill payment.
- Payment for products and services*** may include:
- electronic bills
 - letters of credit
 - point-of-sale transactions
 - mail order and telephone orders.

Unit Sector(s)

Cross-Sector

Competency field

Computer Operations and ICT Management

SIRXICT303 Operate retail information technology systems

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXICT003A Operate retail information technology systems.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate information technology systems, resolve system faults, perform point-of-sale system transactions, and safely and securely store electronic information according to store policy and procedures and relevant legislation. It involves understanding the operation of hardware and software in use, editing and updating information, and solving problems in relation to hardware and software.

Application of the Unit

This unit applies to managerial or supervisory staff with a responsibility to operate store information technology systems in a retail environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Use store information technology system.	1.1. Demonstrate operation of store information technology system to staff members according to store policy and procedures, as required. 1.2. Identify and operate hardware and software according to manufacturer instructions and store policy and procedures. 1.3. Interpret the application and uses of information technology systems available. 1.4. Transmit data according to electronic data interchange (EDI) procedures as required. 1.5. Use keyboard skills to enter information accurately and as required by store policy. 1.6. Regularly perform back-up procedures according to store policy.
2. Edit and update information.	2.1. Identify information to be edited and updated according to store procedures. 2.2. Edit and update information on system according to store policy and procedures. 2.3. Identify and enter price changes into store system as required. 2.4. Ensure shelf data price and computer records match according to store policy.
3. Solve information technology system problems.	3.1. Identify equipment, hardware and software faults and rectify where possible or seek expert assistance without delay. 3.2. Monitor and implement maintenance program for hardware and software systems according to manufacturer specifications and store procedures. 3.3. Handle routine problems using appropriate problem-solving techniques and refer to relevant personnel as required. 3.4. Evaluate and resolve problems arising at point of sale according to store procedures and relevant legislation. 3.5. Provide assistance positively and actively to staff as problems arise.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - convey knowledge of store technology system to other staff members
 - provide assistance to staff through clear and direct communication
 - refer problems to appropriate personnel
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to process and record information
- technology skills to:
 - apply and use hardware and software
 - use store technology information systems

Required knowledge

- manufacturer specifications in regard to operation of hardware and software
- problem-solving techniques
- relevant industry codes of practice
- relevant legislation and statutory requirements, including:
 - consumer law
 - credit procedures
- software licensing specifications
- store policy and procedures in regard to use and operation of store information technology systems, including:
 - efficient and sustainable use of resources
 - work health and safety (WHS) and ergonomic requirements
 - operation of equipment
 - solutions to problems and breakdowns
 - use and maintenance of hardware and software systems
- store products and services range, including pricing structure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policy and procedures in regard to information technology systems, including:
 - resolving system faults
 - using and applying store credit and EFTPOS
 - reviewing and entering information on store system
- follows requirements of relevant legislation and statutory requirements, including Australian consumer law and credit procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- hardware and software instruction manuals
- information technology system
- relevant documentation, such as:
 - store or sample policy and procedures on management of information technology systems
 - legislation and statutory requirements
 - WHS requirements
 - industry codes of practice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Information technology system** used may be:
- centrally based
 - store-based
 - networked.
- Staff members** may be:
- full-time, part-time or casual
 - under contract
 - people with varying degrees of language and literacy
 - people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions.
- Store policy and procedures** in regard to:
- efficient and sustainable use of resources
 - information technology systems
 - WHS
 - processing sales orders.
- Hardware** may include:
- bar coding
 - hand-held pricing equipment
 - personal computers or terminals (stand-alone or networked)
 - point-of-sale terminals
 - scanning equipment.
- Software** may include:
- databases
 - EDI
 - financial
 - spreadsheets
 - word processing.
- Application and uses** may include:
- arrangement of credit for customer via a third party
 - credit checks for granting of credit or loans
 - customer records
 - electronic cataloguing
 - financial management
 - individual, department or item sales performance analysis
 - inventory control
 - point-of-sale operations, including:
 - credit cards
 - EFTPOS
 - loyalty cards
 - online sales
 - smart cards
 - pricing and price changes
 - staff payroll, from staff log-in and log-out information
 - staff rosters
 - stock transfers and delivery
 - use of internet facilities

- Information** may include:
- use of multimedia.
 - customer details or records, including:
 - names
 - contact details
 - consumer information or profiles
 - orders
 - price changes
 - staffing information
 - stock records
 - stock transfers.
- Back-up procedures** may include:
- CD
 - digital tape
 - DVD
 - external hard drive
 - off-site data storage
 - zip disc.
- Faults** may include:
- hardware faults or breakdowns
 - point-of-sale functionality problems, such as:
 - cheque clearances
 - credit facilities
 - EFTPOS
 - pricing variations
 - software functionality problems
 - staff error or lack of training.
- Problem-solving techniques** may include:
- following routine procedures or manufacturer recommendations
 - lateral thinking
 - referral to:
 - operator
 - manager
 - specialist.
- Relevant personnel** may include:
- manager
 - supervisor
 - team leader
 - technical specialist.
- Relevant legislation** may include:
- consumer law
 - credit procedures
 - WHS.

Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

SIRXICT404 Adopt mobile commerce applications to improve sales and service

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXICT004A Adopt mobile commerce applications to improve sales and service.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and evaluate mobile commerce applications and technologies to advocate for and assist in implementing mobile applications and approaches that advance business strengths and competitive advantage according to store policy and relevant legislative requirements.

Application of the Unit

This unit applies to specialised staff with a responsibility to identify new approaches for the use of mobile commerce applications and associated processes to enable more efficient models of retail sales and service.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm impact of mobile commerce applications and approaches.	1.1.Determine new capabilities provided by <i>mobile commerce technology</i> and <i>mobile commerce applications</i>. 1.2.Assess impact of mobile commerce applications on sales and service processes. 1.3.Determine impact of <i>mobile commerce solutions</i> on current sales and service strategies. 1.4.<i>Assess potential</i> of mobile commerce applications to improve current sales and service.
2. Analyse relevance of mobile commerce applications to current retail operations.	2.1.Complete <i>modelling</i> of mobile commerce applications and associated processes. 2.2.Confirm impact of mobile commerce on markets and online <i>customers</i>. 2.3.Review existing infrastructure and customer access to identify potential effects of implementation of mobile commerce model. 2.4.Determine advantages of mobile commerce solutions for suppliers and existing <i>business relationships</i>. 2.5.Establish performance requirements for current retail operations and apply to mobile commerce model.
3. Monitor and review mobile commerce applications and technology.	3.1.Select mobile commerce applications and associated processes. 3.2.Trial mobile commerce applications and associated processes. 3.3.Document results of the mobile commerce trials. 3.4.<i>Evaluate</i> effectiveness of mobile commerce applications and processes against performance objectives. 3.5.Use evaluation results to make recommendations on adoption of mobile commerce solutions.
4. Adopt mobile commerce solutions.	4.1.Implement mobile commerce improvements according to <i>store policy and procedures</i>. 4.2.Integrate mobile commerce applications and processes into existing business systems.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - analyse data
 - generate trial reports
 - research and evaluate products
- planning and organising skills to:
 - trial and evaluate mobile commerce applications and report on their effectiveness
 - integrate mobile commerce applications and processes into existing business systems
- research, analysis and consultation skills to:
 - deal with vendors to secure the most appropriate application and technology
 - determine market and financial viability of mobile commerce applications and approaches
 - identify and assess risks in adoption of mobile commerce solutions
 - identify means to improve sales or service systems using mobile commerce applications and approaches
 - make decisions regarding viability of mobile commerce applications and approaches
 - research and evaluate mobile commerce options and impacts on current business
 - secure approval for review and introduction of mobile commerce applications and approaches

Required knowledge

- basic operational requirements, including those affecting:
 - privacy
 - products and services
 - business policy and procedures
- procedures for determining customer behaviour, needs, expectations and satisfaction levels
- impact of mobile commerce applications and approaches on existing markets
- major changes affecting wireless workplaces
- market information, systems and research
- mobile commerce applications and technology development cycles
- mobile commerce trends and forecasts
- price adjustment strategies
- relevant legislation and statutory requirements relating to mobile commerce applications and work health and safety (WHS)
- risk factors within specific applications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses, comprehends and processes information on mobile commerce technology and applications
- produces evaluative and analytic reports on mobile commerce trends and opportunities in required format, including:
 - accurate investigative research of mobile commerce applications and approaches carried out according to store policy and procedures
 - balanced evaluation of a range of potential mobile commerce applications and approaches according to store policy and relevant legislative requirements
 - projection of return on investment or other advantages to be secured through deployment of mobile commerce applications and approaches in retail sales and services
- identifies and discusses impact of mobile commerce applications and approaches on customers by type and specific requirements
- advocates for and assists in implementation of mobile commerce applications and approaches that advance business strengths and competitive advantage
- uses correct industry terminology.

Context of and specific resources for assessment

- Assessment must ensure access to:
 - a retail work environment
 - relevant documentation, such as:
 - business plans
 - marketing plans
 - legislation and statutory requirements
 - WHS requirements
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure
- information on:
 - markets
 - competitors
 - products and services
 - suppliers

- new technology.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • research report or case study • role play • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Mobile commerce technology</i> may include:	• 2nd generation digital mobile (GSM) • 3rd generation digital mobile (3G) • 3G or universal mobile telephone service (UMTS) • code division multiple access (CDMA) • general packet radio service (GPRA) • global positioning system (GPS) • personal area network (PAN) • personal digital assistant (PDA) • radio frequency identification (RFID) • short message service (SMS) • wireless application protocol (WAP).
<i>Mobile commerce applications</i> include:	• access to portals • corporate system access • field service automation • information services, such as: • client history • client traffic • sales figures

- instant messaging
- logistics management
- mobile stock trading
- sales force automation
- security applications
- wireless banking
- wireless finance and retailing services
- wireless ticketing
- wireless travel management.

Mobile commerce

solutions may involve:

- implementation in greenfield sites
- integration across operations at different levels of e-business development involving a mix of the above
- integration of new solutions with existing IT infrastructures and business processes
- integration with basic e-commerce solutions that include different business models depending on the final requirement.

Consultative processes to **assess potential** mobile commerce applications may involve:

- individual staff members
- industrial relations or WHS specialists
- management
- other professional or technical staff
- Privacy Act
- teams
- union representatives.

Modelling may take into account:

- business merchandise range
- business policy and procedures in regard to selling products or services
- characteristics of specific products or services
- current and emerging applications and technology
- customer confidence and expectations
- customer demographics
- existing business models and IT infrastructure
- form of web presence and level of e-commerce readiness
- management structure and communication relationships
- relevant legislation and statutory requirements
- relevant store policy and procedures
- size, type and location of business
- types of products and services provided
- varying levels of staff training.

Customers may include:

- business customers or individuals
- customers with routine or special requests
- internal and external contacts

- Business relationships*** may be influenced by:
- new or repeat contacts
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.
 - continuous improvement
 - cost and price analysis
 - data reporting for compliance reasons, e.g. hazard analysis and critical control point (HACCP) or WHS
 - due diligence requirements
 - infrastructural and capital outlay requirements
 - intellectual property and technology rights
 - market position
 - organisational systems integration and compatibility
 - planning cycles and timing
 - risk sharing
 - supply chain management
 - terms and conditions agreed
 - value for money
 - value management.
- Evaluate*** may include:
- comparison of internal versus outsourced provision
 - confirmation that a procurement process is necessary
 - development of a business case
 - stakeholder consultation
 - whether to buy or lease.
- Store policy and procedures*** in relation to:
- interaction with customers
 - acquisition and sale of products and services.

Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

SIRXIND101 Work effectively in a customer service environment

Modification History

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

Release	Comments
Release 2	Correction to mapping: This is a revised unit, based on and equivalent to SIRXIND001A Work effectively in a retail environment.
First Release	This is a revised unit, based on and equivalent to SIRXIND001B Work effectively in a retail environment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in a customer service business environment.

Application of the Unit

This unit applies to individuals working as effective frontline staff in retail stores and personal services settings, within the context of the organisational goals, customer service values and standards.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

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

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Work within organisational requirements.	1.1. Identify and read <i>organisation's requirements</i> and responsibilities and seek advice from <i>appropriate people</i> where necessary. 1.2. Interpret staff rosters and provide sufficient notice of unavailability for rostered hours according to workplace policy and procedures. 1.3. Develop and use a current working knowledge and understanding of <i>employee and employer rights and responsibilities</i>. 1.4. Comply with relevant duty of care and legal responsibilities, and support <i>organisational culture</i>. 1.5. Identify roles and responsibilities of colleagues and immediate supervisors. 1.6. Identify standards and values considered to be detrimental to the organisation and communicate this through appropriate channels. 1.7. Identify, recognise and follow <i>behaviour that contributes to a safe and sustainable work environment</i>.
2. Support the work team.	2.1. Display courteous and helpful behaviour at all times. 2.2. Take opportunities to enhance the level of assistance offered to colleagues and meet all reasonable requests for assistance within acceptable workplace timeframes. 2.3. Complete allocated tasks as required. 2.4. Seek assistance when difficulties arise. 2.5. Use questioning techniques to clarify instructions or responsibilities. 2.6. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.
3. Maintain personal presentation.	3.1. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. 3.2. Follow personal hygiene procedures according to organisational policy and relevant legislation.
4. Develop effective work habits.	4.1. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.

- 4.2. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.
- 4.3. Ask questions to seek and clarify workplace information.
- 4.4. Plan and organise **daily work routine** within the scope of the job role.
- 4.5. Prioritise and complete **tasks** according to required timeframes.
- 4.6. Identify **work and personal priorities** and achieve a balance between competing priorities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - follow routine instructions through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - interpret and follow workplace policies and procedures
 - process relevant workplace documentation
- personal presentation skills to comply with workplace presentation and dress code
- planning and organising skills to manage tasks within workplace timeframes
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate for a task

Required knowledge

- industry awards and agreements that relate to personal job role and terms and conditions of employment
- employer and employee responsibilities under an Australian apprenticeship contract of training where applicable
- relevant legislation and statutory requirements, such as:
 - equal employment opportunity (EEO) legislation
 - work health and safety (WHS)
 - privacy
 - anti-discrimination legislation
 - workplace relations
- workplace policies, plans and procedures, including:
 - dealing with grievances

- discriminatory behaviour
- equal opportunity issues
- harassment
- hygiene and presentation
- staff rosters and notification of shift availability or non-attendance
- providing customer service to colleagues and customers
- workplace ethics
- staff counselling and disciplinary procedures
- workplace organisational structure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies, locates and articulates the organisation's requirements, including goals and values
- demonstrates work practices that reflect the relationship between own role and organisational requirements
- demonstrates knowledge of workplace procedures for upholding employee and employer rights and responsibilities
- applies workplace dress, hygiene and personal presentation requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - workplace goals and values
 - workplace policies and procedures relating to:
 - WHS
 - customer service
 - personal dress, hygiene and presentation
 - rights and responsibilities of employees
 - awards and agreements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- observation of demonstrated techniques
- evaluation of time-management strategies applied to work duties
- written or oral questions appropriate to the language and literacy level of the learner to test knowledge that may include workplace policies and procedures.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, salon and job role, for example:

- SIRXCOM101 Communicate in the workplace to support team and customer outcomes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisation's requirements may include:

- access and equity principles and practice
- anti-discrimination and related policy
- business and performance plans
- ethical standards
- goals, objectives, plans, systems and processes
- legal and organisation policies, guidelines and requirements
- modes of communication
- interaction with other team members
- interaction with management
- WHS policies, procedures and programs
- quality and continuous improvement processes and standards.

Appropriate people may include:

- colleagues
- supervisors
- managers
- senior operators.

Employee rights and

- attendance

responsibilities may include:

- confidentiality and privacy of the business, client and colleague information
- knowing the terms and conditions of own employment
- obeying lawful orders
- protection from discrimination and sexual harassment
- punctuality
- right to union representation
- safety and care with respect to WHS.

Employer rights and responsibilities may include:

- responsibility of providing a safe environment free from discrimination and sexual harassment according to relevant state or territory and commonwealth anti-discrimination legislation
- right to counsel or dismiss employees if they:
 - are negligent, careless or cause an accident
 - commit a criminal offence
 - commit acts of disloyalty, such as revealing confidential information.

Organisational culture may include:

- chain of command
- mission statement
- organisational structure, including own position and role within the structure
- organisational goals, values and behaviours
- workplace policies, procedures and quality assurance manuals relating to:
 - contact with customers
 - interaction with other team members
 - interaction with supervision and management
 - job descriptions and responsibilities.

Behaviour that contributes to a safe and sustainable work environment may include:

- discussing and negotiating problems and tasks with other team members
- identifying and reporting risks or hazards
- listening to the ideas and opinions of others in the team
- sharing knowledge and skills
- solving problems as a team
- using equipment according to guidelines
- implementing environmental protection procedures, such as:
 - waste minimisation
 - recycling
 - reuse
 - energy efficiency, e.g. electricity saving devices and practices
 - waste disposal

- resource management
 - water efficiency.
- Daily work routine** may include:
- interacting with customers
 - interacting with supervisors and other staff members
 - handling the telephone
 - organising and maintaining work areas
 - maintaining merchandise and displays
 - observing scheduled breaks
 - assisting other team members
 - working within required timelines.
- Tasks** may be:
- routine
 - rostered
 - non-routine.
- Work and personal priorities** may include:
- work and life balance and other commitments, including:
 - school
 - homework
 - home and family
 - cultural practices
 - parties and friends
 - other jobs.

Unit Sector(s)

Cross-Sector

Competency Field

Industry

SIRXIND102 Plan a career in the retail industry

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and interests, and explore related retail career options. It also covers planning future skills development with the help of advisory personnel or experienced retail industry staff.

Application of the Unit

This unit applies to entry level staff exploring career options in the retail industry in order to develop personal career goals and plan retail skill and knowledge development to achieve these goals.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element

Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Explore career opportunities and preferences.

- 1.1. Obtain information from ***advisory services*** and talk to advisory and ***experienced personnel*** to identify the nature of work in a range of ***retail career options***.
- 1.2. Explore education and training requirements for a range of retail career options.
- 1.3. Evaluate levels of personal aptitude and fulfilment in relation to a range of retail workplace tasks and responsibilities.
- 1.4. Evaluate levels of personal interest in a range of retail career options.
- 1.5. Document optimum career preferences and related education and training requirements.

2. Identify skill development requirements.

- 2.1. Identify opportunities for, and stages of, skill development for selected retail career preferences in consultation with advisory or experienced personnel.
- 2.2. Evaluate and record current personal skills and knowledge against competencies relevant to career preferences to identify current stage of career development.
- 2.3. Discuss results of assessment with advisory or experienced personnel and identify additional skill development requirements for career progression.
- 2.4. Document skill development options for selected career preferences.

3. Plan retail career progression.

- 3.1. Review and select options for immediate and future skill development in discussion with advisory or experienced personnel.
- 3.2. Select and document skill development options and allocate timelines for progression.
- 3.3. Collate skills assessment and career planning documentation and update regularly with skill development evidence.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions relating to career options
 - explain personal career preferences
 - make telephone calls to advisory services and experienced personnel
 - share information use language and concepts appropriate to cultural differences
- critical thinking skills to:
 - assess personal skills and preferences
 - evaluate career options
- literacy skills to find, read and record information
- planning and organising skills to:
 - collect and collate information
 - schedule and complete tasks
 - set and meet timeframes
- technical skills to:
 - conduct internet research
 - produce documents

Required knowledge

- importance of skill development in career planning
- internet research methods
- methods to self-evaluate aptitude
- sources of advice on career planning and skill development

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- documents:
 - research on retail employment opportunities
 - self-evaluation of aptitudes
 - skill development options for selected career preferences, including timelines for progression.

Context of and specific resources for assessment

Assessment must ensure access to:

- a research environment that includes:
 - access to the internet
 - access to current retail industry publications
 - information regarding employer and employees bodies in the retail industry
 - industry contacts, mentors and advisors
 - relevant reference books.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Advisory services may include:

- career specialist websites
- corporate career advisory services
- government career services
- industry associations' career services
- education and training institutions' career services.

Experienced personnel may include:

- colleagues
- mentors
- supervisors
- trainers.

Retail career options may include:

- buying
- managing
- marketing
- sales

- visual merchandising.

Unit Sector(s)

Cross-Sector

Competency Field

Industry

SIRXINV001A Perform stock control procedures

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

This unit applies to team members who handle and move stock, to ensure efficient stock control within the retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel according to store policy and relevant legislation, whilst using safe working practices.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Receive and process incoming goods.	1.1.Maintain cleanliness and orderliness in receiving bay according to <i>store policy and procedures</i>. 1.2.Unpack goods using correct <i>handling techniques</i> and <i>equipment</i>, according to store policy. 1.3.Remove and promptly dispose of packing materials, according to store policy and relevant <i>legislative requirements</i>. 1.4.Check incoming stock and validate against purchase orders and delivery documentation, according to store policy and relevant legislative requirements. 1.5.Inspect items received for damage, quality, use by dates, breakage or discrepancies and record, according to store policy. 1.6.Record stock levels on store <i>stock systems</i>, according to store policy. 1.7.Rotate and store stock, according to the first in first out (FIFO) principle. 1.8.Dispatch stock to appropriate area or department. 1.9.Apply stock price and code labels when required according to store policy.
2. Rotate stock.	2.1.Carry out stock rotation procedures, according to store routine and policy. 2.2.Perform store code checking and reporting procedures, including recording of waste and markdowns. 2.3.Place merchandise to achieve a balanced, fully stocked display appearance and promote sales. 2.4.Place excess stock in storage or dispose of, according to store policy and legislative requirements. 2.5.Maintain safe lifting, shifting and carrying techniques according to store Work Health and Safety (WHS) policy and legislative requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to:
 - follow set routines and procedures
 - use electronic labelling and ticketing equipment
 - stock records and delivery documentation
 - report problems

Required knowledge

- store policy and procedures in regard to:
 - stock control
 - store labelling policy
 - product quality standards
 - correct unpacking of goods
 - out-of-date, missing or damaged stock
 - equipment used
 - stock location
 - waste disposal
 - methods of storage
 - delivery documentation
 - stock record documentation
 - dispatch documentation
 - reporting faults and problems
- relevant legislation and statutory requirements in regard to stock control, including WHS
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control
- consistently applies safe working practices in the manual handling and moving of stock according to

	WHS legislation and store policy • interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment • receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures • rotates stock and performs out-of-code checking and reporting according to store policy and procedures • interprets and processes information accurately and responsibly.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant equipment, including: • stock moving equipment • manual and electronic labelling and ticketing equipment • computers and stock recording equipment • relevant documentation, such as: • invoices, packing slips, dispatch documents and order forms • recording and tally sheets • store policy and procedures manuals • WHS regulations • relevant legislation and statutory requirements • industry codes of practice.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXCCS001A Apply point-of-sale handling procedures • SIRXRSK001A Minimise theft • SIRXCCS002A Interact with customers

- SIRXFIN001A Balance point-of-sale terminal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:

- stock control
- reception and dispatch
- WHS
- food safety.

Handling techniques may vary according to:

- stock characteristics
- industry codes of practice
- legislative requirements.

Equipment may include:

- electronic bar coding equipment
- weighing machines
- thermometers
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Legislative requirements may include:

- WHS
- hazardous substances and dangerous goods
- labelling of workplace substances
- waste removal and environmental protection
- transport, storage and handling of goods.

Stock systems may be:

- manual
- electronic.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV002A Maintain and order stock

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

This unit applies to retail staff who are responsible for monitoring and coordinating stock levels, storage, distribution and reorder cycles. It includes rostering staff, organising and coordinating stocktakes, maintaining accurate records and routinely reporting on inventory status to relevant personnel according to store policy and procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor receipt and dispatch of goods.	1.1. Delegate responsibility for receipt and dispatch of goods to appropriate staff. 1.2. Implement store procedures in regard to receipt, dispatch and secure storage of goods. 1.3. Observe staff functions to ensure store procedures are followed and documentation is completed correctly. 1.4. Implement store procedures to ensure goods inspected for quantity and quality on receipt. 1.5. Act upon variations to quantity and quality of delivered goods, according to store policy and procedures. 1.6. Supervise safe handling and storage of goods, according to store policy.
2. Maintain stock records.	2.1. Monitor and maintain stock levels at required levels. 2.2. Maintain, monitor and adjust stock reorder cycles as required. 2.3. Inform team members of their individual responsibilities in regard to recording of stock. 2.4. Maintain stock storage and movement records, according to store policy. 2.5. Record stock discrepancies and follow procedures according to store policy. 2.6. Monitor stock performance and identify and report fast and slow selling items according to store policy.
3. Coordinate stocktake or cyclical count.	3.1. Interpret policy and procedures in regard to stocktaking and cyclical counts and explain to team members. 3.2. Roster staff, according to allocated budget and time constraints. 3.3. Allocate stocktaking tasks to individual team members. 3.4. Provide team members with clear directions for the performance of each task. 3.5. Allocate team members to ensure effective use of staff resources to complete task. 3.6. Produce accurate reports on stocktake data, including discrepancies, for management.

4. Identify stock losses.	4.1. Identify, record and assess losses against potential loss forecast on a regular basis. 4.2. Identify avoidable losses and establish reasons. 4.3. Recommend and implement possible solutions.
5. Process orders.	5.1. Process and raise orders for stock as requested, according to store policy and procedures. 5.2. Maintain ordering and recording system . 5.3. Ensure availability of sample range, according to buying plan. 5.4. Order pricing materials as required. 5.5. Record negotiated purchase and supply agreements and file for retrieval.
6. Follow up orders.	6.1. Monitor delivery process to meet agreed deadlines. 6.2. Handle routine supply problems or refer to management as required by store policy. 6.3. Maintain ongoing liaison with buyers, store or departments, warehouse and suppliers to ensure continuity of supply. 6.4. Distribute stock, according to store or department allocation.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to:
 - use store stocktaking systems
 - use electronic recording equipment
- interpersonal skills to:
 - inform team members of their responsibilities and give instructions
 - explain policies and procedures to staff
 - allocate tasks and provide directions for performance of tasks
 - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- management skills to coordinate stock takes
- negotiation skills to handle supply problems
- literacy and numeracy skills to:
 - prepare and present stock control reports and documentation

- process orders
- maintain delivery and supply records
- maintain stock distribution records
- maintain stock ordering and recording systems

Required knowledge

- store policy and procedures in regard to:
 - stock control
 - store merchandising system
 - current and future stock levels
 - bar codes, labels and price tags
 - store stock recording system
 - stock replenishment and reorder procedures
 - inter- and intra-store and department transfers
 - reporting of stock discrepancies and damage
 - identifying and recording stock losses
 - identifying and recording discrepancies
 - existing suppliers
 - quality control procedures and requirements
 - receipt and dispatch of goods, including inspection for quality and quantity
- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure storage of goods
- regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitors stock levels, storage, movement and reorder cycles on a regular basis.
- organises and coordinates stocktake according to store

	policy and procedures - consistently raises and processes stock orders and maintains record system according to store policy and procedures - monitors delivery processes and distributes stock to ensure continuity of supply.
Context of and specific resources for assessment	Assessment must ensure access to: - a retail work environment - relevant documentation, such as: - store policy and procedures for receipt and dispatch of goods - store procedures for stocktake - WHS legislation and codes of practice - industry codes of practice - legislation and statutory requirements - store merchandising and marketing policy and procedures - inter- and intra-store and department transfer procedures - store quality control procedures and requirements.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Appropriate staff may include:

- frontline staff
- relevant managers

- supervisor
 - team leader
 - specialist staff.
- Staff** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Store policy and procedures** in regard to:
- stock control
 - stock control system
 - recording procedures
 - procedures for investigating discrepancies
 - store merchandise and marketing
 - pricing, labelling and packaging requirements
 - quality control policy and procedures.
- Handling and storage of goods** may vary according to:
- stock characteristics
 - industry codes of practice.
- Records** may be:
- manual
 - digital.
- Reports** for management may include:
- financial reports
 - business documents
 - informal reports
 - stocktake reports.
- Stocktaking** may be:
- cyclical
 - compliance driven.
- Roster** may include:
- varying levels of staff training
 - staffing levels
 - routine or busy trading conditions
 - full-time, part-time or casual staff
 - range of staff responsibilities.
- Ordering and recording system** may be:
- manual
 - digital.
- Suppliers** may include:
- existing contacts
 - new contacts
 - local suppliers
 - overseas supplies.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV003A Plan inventory levels

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and control inventory levels for a business.

Application of the Unit

This unit applies to team members who plan and implement inventory control systems to meet current and forecasted operational and customer demand, and monitor inventory control systems for improvement.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Forecast inventory demands.	1.1. Identify links between <i>enterprise planning</i>, sales <i>forecasts</i> and stock levels. 1.2. Determine means to forecast <i>demands on inventory</i>. 1.3. Establish importance of monitoring market trends and technology changes as part of managing inventory demands. 1.4. Anticipate impact of <i>special events</i> on future inventory demands.
2. Implement inventory control systems.	2.1. Identify and describe the role of <i>inventory control systems</i> in inventory management. 2.2. Establish operational <i>performance standards or benchmarks</i> to measure and control inventory levels. 2.3. Manage scheduling to assist <i>logistics</i> planning and control inventory levels. 2.4. Establish and manage relationship between distribution systems and inventory control. 2.5. Compare and contrast different approaches to the management and control of inventory levels to achieve specific operational outcomes. 2.6. Adopt operations management approaches to achieve wholesale business and inventory plans, including the use of material resource planning, manufacturing requirements planning and just in time. 2.7. Devise maintenance plans or processes for <i>inventory equipment, tools and facilities</i>. 2.8. Establish <i>purchasing systems</i>. 2.9. Ensure <i>inventory supply arrangements</i> meets demand.
3. Monitor and improve inventory plans.	3.1. Determine relationship between inventory control systems and competitive advantage for the business. 3.2. Regularly review existing ordering and inventory control tools and procedures. 3.3. Improve industrial standards or performance benchmarks for inventory control systems. 3.4. Review and improve stock control and monitoring systems.

3.5. Identify strategies to improve inventory control systems and report to **relevant personnel**.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report strategies to improve inventory control systems to relevant personnel through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- evaluation and analytical skills to:
 - project market trends
 - plan inventory levels
 - project demands on inventory
 - evaluate inventory control systems
- literacy skills to:
 - generate reports
 - maintain inventory recording systems
- numeracy skills to assess, analyse and record inventory figures
- planning and management skills to implement inventory control procedures

Required knowledge

- inventory and operations management approaches including:
 - inventory control
 - systems and equipment for inventory recording and control
 - relationships between inventory and distribution
 - relationships between marketing and inventory management
 - forecasting as it affects inventory
 - special events affecting specific business operations or planning cycles
 - legal, administrative and business supply requirements
 - industrial or performance standards systems used to measure and monitor inventory levels and performance
- business policy and procedures in regard to:
 - inventory control and distribution systems
 - Work Health and Safety (WHS)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintenance of accurate and appropriate inventory levels
- accurate forecasts of inventory demand
- plans for inventory required to meet special events or contingencies
- implementation of appropriate operations, inventory control and monitoring approaches
- ongoing review and improvement of inventory plans.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - policy and procedures on inventory planning and control
 - industry codes of practice
 - WHS legislation and codes of practice
- access to:
 - a stock control system
 - stock control equipment
 - merchandise and supplier data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Enterprise planning may include:

- sales
- marketing
- strategic
- business
- purchasing and procurement
- disposal
- human resources
- public relations
- contingency
- risk management
- environmental.

Forecasts may be based on:

- database or internet searches
- modelling
- telephone
- fax
- mail
- formal discussions
- formal and informal correspondence.

Demands on inventory may vary according to:

- customer demand
- seasonal cycles
- selling approaches
- environmental factors
- quality demands
- advances in technology.

Special events may include:

- sales and discounting
- holiday periods
- product launches
- supplier and enterprise promotions.

Inventory control systems may include:

- manual or electronic inventory tracking systems
- stocktaking
- monitoring stock levels
- cyclical counts
- minimisation of out-of-date stock
- quality control.

Performance standards or benchmarks may include:

- Australian standards
- international standards
- professional standards

- industry standards
 - performance indicators
 - quality measures and criteria
 - planning milestones and timeframes
 - design brief
 - manufacturer and supplier standards.
- Logistics*** may include:
- phases or stages of the supply and distribution chain
 - timeframes
 - milestones
 - payment schedule
 - targets
 - outputs
 - infrastructural resources
 - levels of service.
- Inventory equipment, tools and facilities*** may include:
- electronic bar coding equipment
 - weighing machines
 - thermometers
 - climate control
 - cold storage units
 - storage fixtures
 - trolley return equipment
 - portable data entry
 - cutting equipment
 - protective clothing.
- Purchasing systems*** may include:
- requisitions
 - tenders
 - competitive bids
 - production schedules
 - electronic data interchange (EDI)
 - just in time
 - ordering
 - bills of materials
 - stock and supply agreements.
- Inventory supply arrangements*** may include:
- delivery of products
 - provision of services
 - maintenance and support agreements
 - leasing agreements and consultancies
 - research and development.
- Relevant personnel*** may include:
- employees
 - supervisors
 - human resources personnel

- team and area manager.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV404 Manage retail merchandise

Modification History

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

Release	Comments
First Release	New unit incorporating some content from SIRXINV004A Buy merchandise.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct market analyses, plan merchandise ranges, procure and rationalise stock, and implement staff merchandise training to maximise profit in a changing retail environment.

Application of the Unit

This unit applies to store and department managers with responsibility for managing the range and quality of merchandise offered, and creating opportunities to improve sales while maximising profits.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse market.	1.1. Identify and analyse <i>store merchandise and marketing policy</i> and procedures to confirm current market position. 1.2. Monitor <i>customer requirements</i> formally and informally in order to evaluate market trends and customer needs. 1.3. Research new products to clarify demand and fit with current market position. 1.4. Identify and evaluate opportunities to adjust merchandise range to improve sales. 1.5. Monitor <i>merchandise range</i> to identify the demand for individual items and seasonal variations. 1.6. Monitor market competition to identify and evaluate changes to merchandise range. 1.7. Measure, analyse and report on existing and potential stock loss and dissipation and their impact on business operations. 1.8. Analyse store or department sales figures to determine contribution rates of different product lines. 1.9. Determine store or department space requirements and brand product mix according to store policy. 1.10. Determine future directions for merchandise ranges according to store policy.
2. Analyse factors affecting stock levels and range requirements.	2.1. Measure, analyse and report on existing and potential stock loss and dissipation and their <i>impact on business operations</i>. 2.2. Analyse store or department sales figures to determine contribution rates of different product lines. 2.3. Determine store or department space requirements and brand product mix according to store policy. 2.4. Determine future directions for merchandise ranges according to store policy.
3. Plan merchandise ranges.	3.1. Develop and implement buying plan, according to outcomes of analysis and store policy. 3.2. Liaise with <i>relevant personnel</i> to coordinate promotional and marketing activities.

- 3.3.Determine investment levels with reference to previous years' sales figures, predicted demand and projected gross profit.
 - 3.4.Identify and implement strategies to improve contribution of different product lines to overall sales.
 - 3.5.Determine required stock levels according to peak seasons, special events and supplier lead time.
 - 3.6.Analyse, evaluate and amend merchandise range and sources of supply according to **feedback** from management, staff and customers.
4. Introduce product ranges.
 - 4.1.Inform relevant personnel of new product ranges and advise on preferred location of merchandise.
 - 4.2.Implement **staff training** in product knowledge to introduce product range.
 - 4.3.Demonstrate or display new ranges to **staff**, according to store merchandising plan.
5. Maximise profit.
 - 5.1.Calculate or estimate individual product range contributions against budget and targets.
 - 5.2.Develop and implement product range assessment checks against budget and targets.
 - 5.3.Calculate or estimate overall selling space contributions according to store merchandising plan.
 - 5.4.Determine store pricing policies according to stated net profit margin in store merchandising plan and consumer law.
6. Rationalise stock.
 - 6.1.Review and update stock range at regular intervals.
 - 6.2.Identify stock lines to be **deleted** and take action to minimise adverse effect on profit.
 - 6.3.**Consolidate stock** as required to maximise sales potential.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to evaluate and analyse:
 - market trends and projections
 - sales figures and investment levels
 - space requirement
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - establish supplier relationships and negotiate supply of goods

- give instructions
- liaise with relevant personnel
- provide feedback and coaching through clear and direct communication
- provide information and training on product range
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - analyse stock figures
 - calculate and estimate product range contributions
 - develop pricing policies
- technology skills to use and apply technology, including electronic data interchange (EDI)

Required knowledge

- store policy and procedures in regard to:
 - buying
 - current and future stock inventory levels
 - marketing
 - profit margins
 - quality control
 - stock location and allocated areas
- industry and store information, including:
 - channels of distribution
 - existing and possible new suppliers
 - market competition
 - market needs
 - pricing procedures, including GST requirements
 - range of merchandise available
- product knowledge
- relevant legislation, statutory requirements and codes of practice relating to the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to

Evidence of the following is essential:

- applies store policy and procedures, industry codes of practice, statutory requirements and regulations in regard to buying,

demonstrate competency in this unit	merchandising and marketing practices • demonstrates planning, procurement and rationalisation of stock and merchandise ranges • interprets market trends and applies them to the store situation to create opportunities to improve sales, while maximising profits • trains and communicates information to and from staff or team members in regard to stock, merchandise and service range.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment, including existing merchandise ranges • relevant store systems, information and documentation, including: • stock management system • store or department sales figures • merchandise budget information • merchandising and marketing policies • merchandising plan, including space allocation data • merchandise and supplier data • sales staff.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Store merchandise and marketing policies** may include:
- current market position
 - store culture
 - target market.
- Customer requirements** may be monitored by:
- observation
 - questionnaires
 - surveys.
- Merchandise range** may include:
- existing stock
 - new stock.
- Impact on business operations** may include:
- budgeting
 - buying
 - ordering patterns
 - planning.
- Relevant personnel** may include:
- frontline staff
 - relevant managers
 - specialist staff
 - supervisors
 - team leaders.
- Feedback** may be sought and given:
- in groups or individually
 - verbally or in writing.
- Staff training** may include:
- off-the-job
 - one-on-one coaching
 - on-the-job
 - any combination of the above.
- Staff** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Stock lines may be **deleted** due to:
- changes in store policy and culture
 - customer requirements
 - fashion trends
 - problems with supply
 - product availability
 - sales performance.
- Consolidation of stock** may include:
- movement of stock between departments or stores.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

SIRXINV005A Control inventory

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Application of the Unit

This unit applies to team members at a supervisory level who plan, coordinate and implement activities associated with the receipt, dispatch, storage and movement of merchandise. This includes observing maintenance procedures for storage areas and equipment, according to store policy and procedures and relevant legislation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage receipt, dispatch and storage of merchandise.	1.1.Receive, dispatch and store merchandise according to <i>store policy and procedures</i>. 1.2.Determine cost-effective and efficient methods for goods movement according to store policy. 1.3.Implement maintenance procedures for storage areas and <i>equipment</i> according to store policy.
2. Manage stock control.	2.1.Implement store policy and procedures in regard to <i>stock control</i> and inventories. 2.2.Establish and implement store procedures to monitor and control stock levels. 2.3.Maintain budgeted stock levels. 2.4.Establish and implement stocktaking procedures. 2.5.Establish and implement <i>contingency plans</i> in regard to stock delivery times. 2.6.Document and prepare accurate <i>reports</i> on stock inventories.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to use electronic recording equipment
- time management skills to maintain stock levels according to store policy and procedure requirements
- literacy and numeracy skills to:
 - maintain stock control reports and documentation
 - process orders
 - maintain delivery and supply records
 - maintain stock distribution records
 - maintain stock recording systems

- analyse data
- prepare and present reports

Required knowledge

- store policy and procedures in regard to:
 - receipt of goods from suppliers
 - dispatch of goods
 - shrinkage prevention
 - waste controls
 - safety controls
 - secure storage in an appropriate environment
 - equipment used to move stock
- store systems and equipment for stock recording and control
- inventory control
- storage security
- licensing requirements for operating moving equipment (if applicable)
- relevant legislation and statutory requirements
- relevant industry codes of practice
- Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policy and procedures, including OHS policies and guidelines
- implements maintenance procedures for storage areas and equipment according to store policy
- plans, coordinates and implements activities associated with stock control, including:
 - monitoring and controlling stock levels
 - establishing and maintaining stocktaking procedures
 - documenting and reporting on inventories according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on inventory control
 - legislation and statutory requirements
 - industry codes of practice
 - WHS legislation and codes of practice
- access to:
 - a stock control system
 - stock control equipment
 - a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- receipt of goods from suppliers
- dispatch of goods
- shrinkage prevention
- waste controls
- safety controls
- secure storage
- stock control and inventories.

Equipment may include:

- electronic bar coding equipment
- weighing machines
- thermometers

- climate control
 - cold storage units
 - storage fixtures
 - trolley return equipment
 - portable data entry
 - cutting equipment
 - protective clothing.
- Stock control*** may include:
- stocktaking
 - monitoring stock levels
 - cyclical counts
 - minimisation of out-of-date stock
 - quality control.
- Contingency plans*** may include:
- breakdowns
 - delays
 - floods
 - breakages.
- Reports*** may include:
- business documents
 - informal reports
 - stocktake reports.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV006A Develop purchasing strategies

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and evaluate the systems, policy and procedures necessary to manage purchasing and procurement activities.

Application of the Unit

This unit applies to personnel who work with businesses in the supply chain that provide products and services required by a business to meet operational and customer requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage ongoing performance of purchasing and procurement strategies.	1.1. Develop <i>policy and procedures</i> for management of <i>purchasing and procurement activities</i>. 1.2. Develop formal policy and procedures for processing purchases, including <i>methods for requesting and receiving supply</i>. 1.3. Establish benchmarks for measuring efficiency of <i>purchase systems</i> and suppliers of purchased products and services. 1.4. Develop <i>communication and data exchange systems</i> with product and service suppliers. 1.5. Devise strategies to maximise efficiency and effectiveness of <i>input processes</i> to the business.
2. Evaluate existing purchasing systems.	2.1. Analyse effectiveness of assets and <i>resource management</i> within the purchasing system. 2.2. Set <i>value adding determinants</i> for each purchase. 2.3. Investigate inconsistencies or non conformance of purchasing with <i>legal agreements</i>. 2.4. Investigate and resolve inconsistencies or non conformance of <i>purchasing and supply arrangements</i> with formal policy and procedures and <i>relevant legislation</i>.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to develop strategies to maximise efficiency of input
- literacy skills to use written forms of communication effectively
- interpersonal skills to complete consultation to generate effective purchasing strategies
- planning skills to plan workload with a strong focus on attainment of planned outcomes

Required knowledge

- relationships with stakeholders and market

- formal policy and procedures in regard to:
 - purchase and supply relationships
 - processing purchases
 - interaction with customers and suppliers
 - resource management
 - quality control
 - Work Health and Safety (WHS)
- benchmarks for efficiency of supplier relationships
- communication and data exchange interfaces with suppliers
- legal relationship arrangements with suppliers to facilitate identification and resolution of problems and enquiries
- relevant legal, administrative and business supply requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development of purchasing strategies to deliver business outcomes in consultation with suppliers
- effective evaluation and ongoing development of a purchasing strategy
- development and implementation of formal policy and procedures to apply and support legally compliant purchasing strategies within a business.

Context of and specific resources for assessment

Assessment must ensure access to:

- a wholesale or retail work environment
- relevant information and documentation, including:
 - formal policy and procedures
 - relevant legislation and statutory requirements
 - industry codes of practice
 - merchandise and supplier data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a case study

- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Policy and procedures may relate to:

- purchase and supply relationships
- processing purchases
- interaction with customers and suppliers
- resource management
- quality control.

Procurement or purchasing activities may include:

- requisitions
- tenders
- competitive bids
- production schedules
- electronic data interchange (EDI)
- just in time
- ordering
- bills of materials
- stock and supply agreements.

Methods for requesting and receiving supply may include:

- quotations
- public offers
- contracts
- expressions of interest
- requested proposals
- open or restricted tendering and contracting
- request for proposal
- request for quotation
- request for tender
- request for offer
- direct purchases using existing supply agreements such as standing offers
- common-use arrangements
- direct purchase from retail or wholesale outlets

- Purchase systems** may be:
- e-commerce.
 - manual
 - electronic
 - automated.
- Communication and data exchange systems** may include:
- electronic data exchange
 - telephone
 - fax
 - email
 - letter
 - face-to-face.
- Input processes** may include:
- checking and receiving incoming stock
 - processes to report problems with deliveries
 - recording incoming inventory
 - pricing, labelling and storage of inventory
 - quality control policy and procedures.
- Resource management** may relate to:
- people
 - materials
 - equipment and technology
 - budget
 - time.
- Value adding determinants** may include:
- appropriateness
 - warranties and post-purchase support
 - price
 - timeliness of supply
 - variation from supply specification
 - supplier relationships.
- Legal agreements** may relate to:
- licence, patent or copyright arrangements
 - pricing agreements.
- Purchasing and supply arrangements** may include:
- price
 - quality
 - supply reliability
 - merchandise.
- Relevant legislation** may include:
- industry codes of practice
 - transport, storage and handling of goods
 - sale of second-hand goods
 - Trade Practices and Fair Trading Acts
 - pricing procedures, including GST requirements.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV407 Manage suppliers

Modification History

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

Release	Comments
First Release	New unit incorporating some content from SIRXINV004A Buy merchandise.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and engage new suppliers, establish and sustain supplier relationships, negotiate supply of goods, monitor supplier performance and discontinue unsatisfactory suppliers.

Application of the Unit

This unit requires the consistent application of store policy and legislative requirements in regard to procurement of stock, maintenance of supplier relations, and quality control.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Develop and manage suppliers.
 - 1.1. Establish **performance indicators** for supplier performance, according to store policy.
 - 1.2. Identify and engage new suppliers with required merchandise range and determine their ability to meet performance indicators.
 - 1.3. Develop cooperative relationships with supplier representatives according to store policy.
 - 1.4. Monitor performance of existing suppliers against performance indicators.
 - 1.5. Discontinue relations with existing suppliers who do not meet performance indicators, according to store policy.
2. Negotiate and manage supply of goods.
 - 2.1. **Negotiate** and implement arrangements with suppliers according to store policy and procedures, and communicate to relevant personnel.
 - 2.2. Authorise special **pricing arrangements** and customer payment agreements and communicate to relevant staff and management according to store policy.
 - 2.3. Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.
 - 2.4. Identify **market factors** affecting supply and communicate to relevant personnel.
 - 2.5. Produce complete and accurate records of negotiations and agreements, and convey to relevant personnel within designated timelines.
 - 2.6. Take immediate corrective action where potential or actual problems with supply are indicated.
 - 2.7. Analyse, evaluate and amend stock range and source of supply according to feedback from management, staff and customers.
3. Monitor merchandise quality control.
 - 3.1. Confirm merchandise quality standards with suppliers according to **legal requirements**, customer requirements and store policy.
 - 3.2. Monitor and ensure quality of merchandise during supply, manufacture and delivery processes.
 - 3.3. Record and analyse stock return figures against target figures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to:
 - analyse stock range
 - develop and implement performance indicators
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - establish supplier relationships and negotiate supply of goods
 - give instructions
 - liaise with relevant personnel
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - analyse stock figures
 - document performance indicators
 - produce and review documentation

Required knowledge

- industry and store information, including:
 - channels of distribution
 - existing and possible new suppliers
 - range of merchandise available
- relevant legislation, statutory requirements and codes of practice relating to the retail industry
- store policy and procedures in regard to:
 - buying
 - current and future stock inventory levels
 - profit margins
 - quality control

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate

Evidence of the following is essential:

- applies store policy and procedures, industry codes of practice, statutory requirements and regulations in regard to managing suppliers

competency in this unit	• identifies suppliers and maintains supplier relations • monitors quality control • negotiates supply of goods • rationalises stock.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • organisational buying policy and procedures • relevant store systems, information and documentation, including: • a stock management system • records of suppliers and stock range • stock returns data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Performance indicators</i> may include:	• merchandise range • performance • price • profitability • quality • service • supply reliability.

- Negotiation*** process may include:
- strategies to maximise profits
 - terms of trade.
- Pricing arrangements*** may include:
- cash on delivery (COD)
 - cheque
 - credit card
 - invoice
 - GST.
- Market factors*** may include:
- fashion trends
 - product availability
 - sales performance.
- Legal requirements*** may include:
- licence, patent or copyright arrangements
 - pricing procedures, including GST requirements
 - sale of second-hand goods
 - Australian Consumer Law.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

SIRXMER201 Merchandise products

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit

This unit applies to frontline retail personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Place and arrange merchandise.	1.1.Unpack <i>merchandise</i> according to <i>store policy and procedures</i> and <i>legislative requirements</i>. 1.2.Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements. 1.3.<i>Display</i> merchandise to achieve a balanced, fully-stocked appearance and promote sales. 1.4.Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures. 1.5.Place stock range in line with fixtures, ticketing, prices and bar codes. 1.6.Rotate stock according to stock requirements and store procedure. 1.7.Ensure stock presentation conforms to special <i>handling techniques</i> and other <i>safety requirements</i>.
2. Prepare and apply labels and tickets.	2.1.Prepare <i>labels and tickets</i> for window, wall or floor displays according to store policy. 2.2.Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures. 2.3.Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures. 2.4.Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures. 2.5.Place labels and tickets visibly and correctly on merchandise. 2.6.Replace labels and tickets according to store policy.
3. Maintain displays.	3.1.Reset or dismantle unsuitable or out-of-date displays and <i>special promotion areas</i> as directed. 3.2.Assist supervisor in selection of merchandise for display. 3.3.Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures. 3.4.Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and

- legislative requirements.
- 3.5. Identify optimum stock levels and replenish stock according to store policy.
- 3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
- 4. Protect merchandise.
 - 4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - prepare machine or manual labels and tickets
 - read and interpret store procedures and guidelines
 - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

Required knowledge

- store policies and procedures in regard to:
 - availability and use of display materials
 - correct storage of stock
 - correct storage procedures for labelling and ticketing equipment and materials
 - location of display areas
 - merchandise range
 - merchandising, ticketing and pricing of stock
 - scheduling for building or rotating displays
 - stock replenishment
 - stock rotation
 - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
 - manual handling
 - hygiene and sanitation

- hazardous substances
- labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props

- cleaning materials
- relevant documentation, such as:
 - store policy and procedure manuals on housekeeping, merchandising and WHS
 - manufacturer instructions and operation manuals for electronic ticketing equipment
 - relevant legislation and industry codes of practice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures

in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative

- pricing requirements, including GST requirements

- requirements** may include:
- industry codes of practice
 - discounted items
 - Australian Consumer law.
- Display** may include:
- setting new displays
 - maintaining existing displays.
- Handling techniques** may vary according to:
- stock characteristics
 - store policy
 - legislative requirements
 - industry codes of practice.
- Safety requirements** may relate to:
- transport, storage and handling of goods
 - hazardous substances
 - labelling of workplace substances.
- Preparation of **labels and tickets** may involve:
- pricing gun
 - shelf tickets
 - shelf talkers
 - written labels
 - swing ticketing
 - bar coding
 - price boards
 - header boards.
- Special promotion areas** may be:
- permanent or temporary
 - interior or exterior
 - publicly accessible
 - windows
 - shelves
 - wall fixtures
 - on floor.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER202 Plan, create and maintain displays

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER005A Create a display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

Application of the Unit

This unit applies to floor and sales team members responsible for merchandise displays for a retail business.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify requirements for displays.	1.1. Identify <i>purpose, audience</i> and products for each display. 1.2. Identify organisational requirements and research <i>relevant information</i> where required. 1.3. Identify available budget and <i>resources</i> required to create the display. 1.4. Identify and consider <i>constraints or factors</i> that may affect the creation of the display.
2. Develop display ideas.	2.1. Generate ideas for the display using <i>creative thinking techniques</i> . 2.2. Test ideas against display and <i>organisational requirements</i> . 2.3. Discuss <i>display options</i> with relevant personnel. 2.4. Modify display ideas and refine according to <i>feedback</i> and confirm with <i>relevant personnel</i> .
3. Plan and build displays.	3.1. Develop ideas into simple <i>display plans</i> . 3.2. Source resources, materials and products to meet plan requirements. 3.3. Create displays following display plans. 3.4. Seek assistance from relevant personnel where required. 3.5. Review display and make refinements as required.
4. Maintain displays.	4.1. Regularly clean and tidy displays and replace products as necessary according to display plans. 4.2. Make changes or alterations to the display as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

- communicate display ideas to others
- seek and accept feedback through clear and direct communication
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- creative thinking and design skills to generate ideas for improving displays
- initiative and enterprise skills to ensure efficient and cost-effective use of resources
- observation skills to identify when display needs to be changed, updated or altered
- sketching and writing skills to represent ideas in a simple display plan

Required knowledge

- audiences for and required effects of displays
- basic design principles, including:
 - colour
 - flow of product
 - shape
 - use of space
- organisational requirements, including:
 - environment, health and safety compliance
 - location of displays
 - visual merchandising standards
- visual merchandising display options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the requirements for new displays
- creates display plans that meet the requirements of the product, audience and organisation
- plans and builds displays, according to plans
- maintains displays.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as store policy and procedures manuals
- display space
- a range of display products and materials.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of display may include:	• attracting customers into the store • new products • new range • promotion • sale.
Audience for display may include:	• internal and external foot or vehicular traffic • new or repeat customers • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • people of different ages • people with varying degrees of language and literacy.
Relevant information may be sourced from:	• colleagues • direct observation • internet • magazines • marketing personnel • technical personnel • written reports.
Resources may include:	• equipment and technology • fixtures and fittings

- labels and tickets
 - new or recycled materials
 - staff
 - time.
- Constraints or factors** may include:
- availability of materials
 - budget
 - product characteristics
 - space
 - staff
 - time.
- Creative thinking techniques** may include:
- brainstorming
 - creative writing
 - drawings
 - lateral thinking
 - mind mapping
 - product association
 - telling stories
 - using prompts
 - visualising.
- Organisational requirements** may include:
- aesthetics
 - allocated space
 - branding
 - budget
 - work health and safety (WHS)
 - organisational standards
 - staff
 - store policy and procedures, including:
 - housekeeping and waste disposal procedures
 - WHS procedures.
- Display options** may include:
- indoor or outdoor
 - lighting
 - sound
 - static or moving.
- Feedback** may be sought and received:
- in groups
 - in writing
 - individually
 - verbally.
- Relevant personnel** may include:
- external personnel with visual merchandising expertise
 - manager
 - team leader.
- Display plans** may
- checklist of materials and equipment required

include:

- simple sketches of planned display.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER303 Coordinate merchandise presentation

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER002A Coordinate merchandise presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Application of the Unit

This unit applies to frontline visual merchandisers who supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Instruct and coordinate staff.	1.1.Communicate and demonstrate store <i>display standards and requirements</i> to <i>staff</i>. 1.2.Identify occurrence and timing of promotions and special events and inform staff. 1.3.Identify items to be advertised or promoted, according to store merchandising policy and inform staff. 1.4.Identify appropriate timing for dismantling and disposing of displays and inform staff.
2. Supervise construction and maintenance of presentations.	2.1.Plan and coordinate promotions and special events as directed by management. 2.2.Plan and supervise construction and maintenance of <i>displays</i> in order to achieve balance and visual impact. 2.3.Ensure product or service <i>display information</i> accurately depicts product or service being promoted. 2.4.Ensure displays are completed according to required time schedule, with minimum disruption to <i>customer</i> service and traffic flow. 2.5.Ensure displays are constructed and maintained in a safe and secure manner. 2.6.Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
3. Implement merchandise pricing.	3.1.Implement store policy and procedures in regard to pricing and ticketing. 3.2.Identify current prices for products and services and amend according to store policy. 3.3.Inform team members of price changes and current pricing policies.
4. Review merchandise presentations.	4.1.Evaluate promotions or special events against sales turnover and store presentation standards. 4.2.Evaluate merchandise presentation against sales turnover and store presentation standards. 4.3.Provide management with feedback in regard to improvement of

store marketing and promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - give instructions
 - provide feedback to management through clear and direct communication
 - provide information to staff
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - prepare machine or manual labels and tickets
 - present and price merchandise
 - read and interpret store policies and procedures
- observation skills to assess display and presentation compliance with visual merchandising standards
- technology skills to operate and maintain electronic labelling and ticketing equipment
- team leadership skills to:
 - instruct and support staff
 - supervise staff activities

Required knowledge

- availability and use of materials
- correct storage procedures for labelling and ticketing equipment and materials
- load-bearing capacity of fixtures and display areas
- location of display areas
- manufacturer specifications for the use of electronic labelling and ticketing equipment
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication skills
- principles of display and design
- procedure for accessing information and implementing price changes
- relevant industry codes of practice relating to coordinating merchandise presentation
- relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Australian Consumer Law

- relevant work health and safety (WHS) legislation and codes of practice
- store policies and procedures in regard to:
 - efficient use of resources
 - merchandise range
 - merchandising, pricing and ticketing
 - minimum stock levels required
 - stock rotation and replenishment
 - storage of stock
- store promotional themes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements and instructs staff regarding store display, merchandising, ticketing and pricing policies and procedures
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays
- evaluates and reports effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
 - store policy and procedures manuals on merchandising
 - WHS requirements

- manufacturer instructions and operation manuals on electronic ticketing equipment
- legislation and statutory requirements
- industry codes of practice
- a work team.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Display standards and requirements may include:

- maintaining existing displays
- safety
- setting up new displays
- ticketing and display signage.

Staff may be:

- from a range of social, cultural and ethnic backgrounds
- from within or outside own work team
- full-time, part-time, casual or contract.

Displays may be located in a variety of areas, including:

- fixtures on floor
- interior or exterior
- permanent or temporary
- publicly accessible areas
- shelves
- walls
- windows.

Display information may include:

- discount information
- price

- product brand
- special guarantees
- product characteristics, such as:
 - size
 - weight capacity
 - materials.

- Customers** may include:
- internal and external contacts
 - new or repeat contacts
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER304 Present products

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER006A Present products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce a range of displays and product presentations. It involves applying visual display knowledge, safely maintaining and using a simple tool kit, and accessing and organising relevant materials and equipment.

Application of the Unit

This unit applies to frontline visual merchandising and sales team members.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain and use a display tool kit.	1.1.Maintain a fully stocked display <i>tool kit</i> and tools in working order. 1.2.Use tools according to work health and safety (WHS) requirements and manufacturer instructions.
2. Produce simple displays.	2.1.Produce product <i>displays</i> to show purposefully designed groupings. 2.2.Ensure groupings clearly reflect display form, shape, composition and depth. 2.3.Demonstrate design principles of flow, unity, harmony and depth in displays. 2.4.Use colour and texture to enhance displays. 2.5.Create displays using self-built and commercially supplied risers. 2.6.Adhere to workplace safety procedures with regard to the construction of visual displays.
3. Produce and suspend simple styrene shapes and display cards.	3.1.Ensure styrene cutting, painting and design techniques suitable for multi-purpose displays are applied to industry standard. 3.2.Hang styrene shapes and display cards in both horizontal and vertical formats as designated by their design. 3.3.Use industry standard pinning and nylon knotting techniques to suspend vertical and horizontal shapes. 3.4.Consistently follow relevant WHS procedures.
4. Produce a range of product presentations.	4.1.Generate ideas for the display using creative thinking techniques. 4.2.Test ideas against display objective and organisational requirements. 4.3.Discuss display options with relevant personnel. 4.4.Develop product storyline and access <i>merchandise, materials and equipment</i> . 4.5.Create effective groupings using suspension and under-staging techniques. 4.6.Review and refine display and refinements as required in line with display objective.

4.7.Observe safety procedures at all times during construction and placement of display.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- artistic interpretation skills to effectively display merchandise
- creative thinking skills to generate ideas
- communication and interpersonal skills to:
 - present display ideas to others through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to interpret safety procedures
- practical skills to work with materials, tools and equipment safely

Required knowledge

- design and display principles, such as:
 - grouping
 - product placement
- merchandise range of organisation
- WHS requirements relating to creating displays
- organisational requirements in terms of product displays
- techniques for using tools and equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- adheres to safe work practices
- suspends display cards in vertical and horizontal formats
- uses individual visual displays to demonstrate the effective use of colour and the application of design principles
- produces and suspends styrene shapes in vertical and horizontal formats

- uses visual displays incorporating suspension and under-staging techniques for a range of product categories.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - WHS requirements
 - industry codes of practice
 - store merchandising policies.
- a range of display products and materials.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- a portfolio of visual merchandising presentation ideas and photographs of in situ displays
- self-produced risers and styrene shapes
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Tool kit may include:

- hammer
- nails and screws
- nylon thread
- scissors
- screwdriver.

Displays may include:

- display for promotional photography
- exhibition display
- new products

Merchandise may include:

- new range
- promotion
- sale
- window display.
- baby and toddler products
- books
- cameras, photographic equipment and services
- computer products and services
- electrical products
- fashion and accessories
- floor covering products and services
- food and liquor
- footwear products and services
- furniture products
- hair, beauty and cosmetics products
- hardware products and services
- jewellery
- music, audio and video products and services
- newsagency products and services
- soft furnishings, fabrics, manchester and haberdashery
- sporting products and services
- toys.

Materials and equipment may include:

- card
- fixtures and fittings
- labels
- risers
- styrene
- tickets.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER405 Manage store presentation and pricing

Modification History

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

Release	Comments
First Release	This is a revised unit, based on SIRXMER004A Manage store presentation and pricing.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising to plan and manage store promotions, and manage store pricing policies and housekeeping. It includes interpreting and complying with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures.

Application of the Unit

This unit applies to frontline retail managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage store merchandising.	1.1. Define standards for visual presentations and displays and clearly communicate to all staff. 1.2. Ensure store layout and presentation support market position and promote customer flow, according to store <i>visual merchandising policies and plans</i>. 1.3. Develop and implement layout assessment checks and provide feedback to staff. 1.4. Consult floor staff to assess customer response to space allocations.
2. Manage housekeeping.	2.1. Develop and implement store policies and procedures in regard to <i>store housekeeping and maintenance</i>. 2.2. Develop and manage rosters or schedules, ensuring store housekeeping standards are monitored and maintained. 2.3. Initiate <i>contingency plan</i> in the event of merchandise or store presentation problems.
3. Manage store pricing policies.	3.1. Maintain store pricing according to <i>organisation pricing policies and procedures</i> in regard to pricing. 3.2. Maintain accurate information on pricing trends and changes and communicate to relevant staff. 3.3. Develop and implement procedures for pricing according to store policies and <i>legislative requirements</i>.
4. Plan and manage store promotions.	4.1. Manage and implement store policies and procedures in regard to store <i>promotional activities</i>. 4.2. Organise activities in line with anticipated or researched customer requirements. 4.3. Manage <i>promotions</i> in order to achieve maximum customer impact. 4.4. Negotiate arrangements with suppliers in regard to special promotional activities. 4.5. Coordinate store activities to complement complex promotions of shopping centre or retail operation. 4.6. Develop and implement <i>assessment</i> checks to measure

effectiveness of promotions.

4.7.Document and report on promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - communicate store standards and expectations to staff
 - consult floor staff
 - negotiate arrangements with suppliers, through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy skills to:
 - document results
 - prepare reports
 - prepare rosters
 - research, analyse and interpret a broad range of written material
- planning and organising skills to develop rosters
- team leadership skills to:
 - coordinate staff activities
 - develop and implement procedures
 - provide feedback on performance

Required knowledge

- pricing procedures, including GST requirements
- relevant industry codes of practice relating to managing store presentations and pricing
- relevant legislation and statutory requirements relating to managing store presentations and pricing, including work health and safety (WHS)
- principles and techniques in:
 - visual merchandising
 - project management
- store policies and procedures in regard to:
 - advertising and promotions
 - customer demand and market trends
 - housekeeping for premises, fittings, fixtures and equipment
 - layout and presentation

- pricing or marking down of goods, including risk assessment
- product quality standards
- range and availability of new products and services
- store merchandise and service range
- store merchandising plan

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses layout and presentation of merchandise against store visual merchandising policies and procedures
- assesses effectiveness of layout and presentation, according to sales targets and predetermined objectives
- collaboratively plans, coordinates and implements advertising and promotional activities according to store policies and procedures
- assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures
- collaboratively plans, coordinates and implements pricing activities, according to store policies and procedures
- collaboratively plans, coordinates and implements housekeeping activities, according to store policies and procedures and WHS legislation, regulations and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - store merchandising plan
 - legislation and statutory requirements
 - WHS legislation, regulations and codes of practice
- a work team.

Method of assessment

A range of assessment methods should be used to assess

practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Visual merchandising policies and plans may include:

- market research
- pricing policy
- seasonal lines
- store image
- store layout and space availability
- target market.

Store housekeeping and maintenance may include:

- equipment
- fittings
- fixtures
- store premises.

Contingency plan may include:

- blackout
- breakages
- break-in
- flood, storm or cyclone
- major spillages.

Organisation pricing policies and procedures may include:

- end of season stock
- goods close to use-by date
- marking down of slow moving stock
- pricing policies, including GST requirements
- soiled or damaged goods.

Legislative requirements may

- Australian consumer law and fair trading Acts.

include:

Promotional activities may involve:

- corporate or locally-based activities
- dealing with advertising agencies and consultants
- external and in-store activities.

Promotions may include:

- advertising
- catalogues
- internet
- newspapers
- posters
- radio or television
- suppliers
- website.

Assessment may include:

- customer response
- layout
- visual impact.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER406 Monitor in-store visual merchandising display

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER003A Monitor in-store visual merchandising display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret organisational visual merchandising plans and manuals and monitor in-store displays to ensure that they reflect and maintain current organisational visual merchandising directions.

It involves applying fundamental design principles, making decisions with regard to merchandise for display, and ensuring that displays contribute to the visual merchandising standards of the organisation and are constructed and located to ensure customer and staff safety.

Application of the Unit

This unit applies to frontline visual merchandising team members and other staff with a responsibility for monitoring displays to ensure they reflect and maintain current organisational visual merchandising directions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret a visual merchandising plan.	1.1. Identify <i>design requirements</i> of visual merchandising plan or manual. 1.2. Source <i>resources required</i> to implement plan. 1.3. Identify <i>factors that may affect the plan.</i> 1.4. Apply organisation's visual merchandising standards to the plan.
2. Monitor display requirements.	2.1. Regularly monitor display to ensure it meets the requirements of the <i>visual merchandising plan.</i> 2.2. Identify <i>damage or changes to the display.</i> 2.3. Take action to rectify unwanted changes to the display.
3. Maintain displays in line with organisational requirements and plan.	3.1. Maintain display so that it is clean and tidy. 3.2. Make additions or changes to display to ensure it consistently adheres to the visual merchandising plan. 3.3. Maintain organisation's requirements for visual merchandising in the display.
4. Contribute to the visual merchandising standards of the organisation.	4.1. Interpret visual merchandising standards of the organisation. 4.2. Identify opportunities for improving visual merchandising standards. 4.3. Make contributions to the visual merchandising standards as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- artistic interpretation skills to create displays according to visual merchandising standards
- communication skills to share ideas
- creative thinking skills to generate ideas for improving visual merchandising standards
- literacy skills to interpret visual merchandising manuals

- observation skills to identify damage to displays or deviations from visual merchandising standards
- practical skills to maintain and update displays according to the visual merchandising plan

Required knowledge

- basic design principles
- basic principles of visual merchandising
- work health and safety (WHS) requirements relating to monitoring displays
- organisation's visual merchandising principles
- resources required to implement visual merchandising plans
- procedures for safe use of tools, equipment and materials used in visual merchandising displays

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets and identifies the design requirements of a visual merchandising plan
- monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation's visual merchandising standards
- contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - store visual merchandising standards.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information

Holistic assessment with other units relevant to the industry sector,

for assessment workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Design requirements</i> may include:	• colours used • functionality • layout of display • location of display in store • merchandise for display • size of display.
<i>Resources required</i> may include:	• fixtures and fittings • lights • materials • people • supports • time.
<i>Factors that may affect the plan</i> may include:	• availability of display stands and structures • availability of staff • budget requirements • merchandise availability • store promotions • time requirements.
<i>Visual merchandising plan</i> may include:	• display location • retail image • store plan and design.
<i>Damage or changes to the display</i> may include:	• changes in the appearance of the display • damage to fixtures, fittings or display supports • damage to items on display.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMER407 Plan and build visual presentations for a range of merchandise categories

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER007A Demonstrate merchandising and category presentation skills.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce comprehensive working plans and safely build a range of displays, selecting styles and compositions that best promote the merchandise category. It involves the application of design, planning and construction skills and knowledge in retail settings to accepted work health and safety (WHS) standards.

Application of the Unit

This unit applies to frontline visual merchandise team members or managers who produce comprehensive working plans for, and safely build, a range of merchandise displays.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Produce comprehensive working plans.	1.1. Identify relevant product categories in merchandising and presentation plans, according to store merchandising policy and image. 1.2. Produce photographic evidence of specific retail stores or spaces to be merchandised. 1.3. Develop plans, including presentation sketches, showing alternative developmental designs that support the photographic image where relevant. 1.4. Distinguish product placement, style and methods of presentation on working plans.
2. Produce colour blocked presentations of store interiors.	2.1. Develop colour blocked visuals of store interiors for wall fixture systems, floor racks and floor gondolas. 2.2. Ensure visuals include a rationale for arrangement decisions and reflect monitoring and evaluation of customer responses and sales results.
3. Produce strategically designed visual presentations for a range of merchandise categories.	3.1. Approach relevant store personnel for product for use in displays according to store procedures. 3.2. Produce rendered concept sketches for proposed visual presentations to industry clients or to meet store requirements. 3.3. Apply industry standard visual presentation techniques according to store visual merchandising policy and work health and safety requirements for displays. 3.4. Evaluate finished visual presentations in conjunction with relevant team members.
4. Dress merchandisers.	4.1. Select and assemble male, female and child torso or bust, or abstract display forms according to the planned product presentation. 4.2. Dress and accessorise fashion merchandisers to store standard, considering different seasonal directions and styling points.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and decision-making skills to determine merchandise category presentation
- artistic interpretation skills to:
 - colour block store interiors
 - display merchandise
 - produce illustrations
- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - approach relevant store personnel for product for use in displays according to store procedures
 - evaluate finished visual presentations in conjunction with relevant team members through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- practical skills to follow safe work practices

Required knowledge

- application of consumer demographics and psychographics
- business's target market and its impact on visual merchandising
- characteristics and purpose of merchandising in both visual merchandising and retail operations
- dealing with internal or external groups and individuals with regard to visual merchandising applications
- lifestyle merchandising
- relevant legislation and statutory requirements, including work health and safety (WHS)
- role of merchandising in the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate

Evidence of the following is essential:

- produces comprehensive working plans on the presentation and merchandising of product categories, including colour blocked store interiors

- competency in this unit**
- develops strategically designed and produced visual displays for a range of product categories
 - develops individual visual displays, including examples of each of the following styles:
 - basic
 - classic
 - contemporary
 - designer
 - lifestyle
 - traditional.

Context of and specific resources for assessment Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- IT hardware and design software
- relevant documentation, such as:
 - WHS requirements
 - industry codes of practice
 - store merchandising policies
- information on:
 - products and services
 - suppliers
 - new display technology.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- a portfolio of personally developed visual merchandising presentation plans and photographs of completed in situ displays
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Product categories*** may include:
- baby and toddler products
 - books
 - cameras, photographic equipment and services
 - computer products and services
 - electrical products
 - fashion and accessories
 - floor covering products and services
 - food and liquor
 - footwear products and services
 - furniture products
 - hair, beauty and cosmetics products
 - hardware products and services
 - jewellery
 - music and audio products and services
 - newsagency products and services
 - soft furnishings, fabrics, manchester and haberdashery
 - sporting products and services
 - toys.
- Style*** may include:
- basic
 - classic
 - contemporary
 - designer
 - lifestyle
 - traditional.
- Visuals*** may include:
- arrangement of colour ways
 - folding of fashion garments
 - price, size and style arrangement
 - principles of balance and harmony
 - stock arrangement according to price, size, colour and style
 - stock placement on fixtures and racking.
- Relevant store personnel*** may include:
- floor staff
 - logistics and store staff
 - managers.
- Work health and safety*** may include:
- building safe display structures
 - safe lifting
 - safe use of tools and equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMGT001A Coordinate work teams

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

This unit applies to team leaders or managers who are responsible for the induction, rostering, coordination, coaching and motivation of work teams according to store policy and procedures and local statutory requirements. It requires strong interpersonal communication skills.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and organise staffing levels.	1.1.Maintain <i>staffing levels</i> and rosters in designated areas within budget and according to <i>store policy and procedures</i> and <i>legislative requirements</i>. 1.2.Roster <i>team</i> according to anticipated sales peaks and <i>statutory requirements</i>. 1.3.Inform team members of individual rosters according to store policy and procedures. 1.4.Take corrective action as needed, according to staff availability.
2. Inform team members.	2.1.Inform team of expected standards of <i>work</i> and behaviour required by store policy in a manner and at a level and pace appropriate to the individual. 2.2.Implement staff <i>communication</i> and motivation programs according to store policy. 2.3.Compare store targets to individual and team results. 2.4.Conduct staff meetings to address issues within area of authority according to store policy. 2.5.Perform <i>staff induction</i> into teams, according to store policy.
3. Coach on the job.	3.1.Identify opportunities to <i>coach</i> team members who are unfamiliar with specific <i>procedures</i>. 3.2.Make team members aware of the work application of the competency or job being taught. 3.3.Use a systematic approach, including explanation and demonstration where appropriate. 3.4.Encourage trainees by positive <i>comments and feedback</i>. 3.5.Design feedback during instruction to help trainees learn from their mistakes. 3.6.Encourage and guide trainees to evaluate their own performance and diagnose it for improvement. 3.7.<i>Evaluate</i> trainees' performance, according to store policy and procedures.
4. Motivate the team.	4.1.Identify strengths and weaknesses of team against current and anticipated work requirements.

- 4.2. Encourage individuals within the team to contribute to discussion and planning of team objectives and goals.
- 4.3. Update and review team objectives and goals on a regular basis in consultation with **relevant personnel**.
- 4.4. Develop positive and constructive relationships with and between team members.
- 4.5. Treat all team members fairly, equally and with respect.
- 4.6. Accept responsibility for developing own competencies and identify realistic objectives.
- 5. Maintain staffing records.
 - 5.1. Maintain **staff records** as required, according to store policy and relevant awards and agreements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - inform team members of rosters
 - conduct staff meetings
 - coach team members, including explaining and demonstrating
 - provide feedback and encouragement through clear and direct communication
 - ask questions to identify and confirm requirements
 - give instructions and provide constructive feedback
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - interpret workplace documents
 - report procedures

Required knowledge

- store policy and procedures in regard to:
 - workplace ethics
 - work teams
 - staffing rosters
 - personnel records
 - trainee assessment
 - supervising new apprentices
 - staff counselling and disciplinary procedures
 - work and overtime periods

- meetings
- housekeeping
- store organisational structure
- rights and responsibilities of employers and employees in retail workplace
- award and agreement requirements, including employment classifications, such as full-time, part-time and casual
- forms of work in retail
- major changes affecting retail workplaces
- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
 - equal employment opportunity (EEO) legislation
 - anti-discrimination legislation
 - industry awards and agreements
- relevant Work Health and Safety (WHS) regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff
- consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff
- consistently and responsibly applies store policy and procedures in regard to the induction of new staff.
- consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints
- consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements
- consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities

	reports suggestions for improvements in procedures to management.
Context of and specific resources for assessment	Assessment must ensure access to: - a retail work environment - relevant documentation, such as: - legislation and statutory requirements - awards and agreements - job descriptions and responsibilities - training programs - store policy and procedures manuals - rostering and recording systems - a work team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - answers to questions about specific skills and knowledge - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SIRXMGT002A Maintain employee relations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Staffing levels</i> may vary according to:	- peak trading times - special events - promotion - stocktakes - refurbishment.
<i>Store policy and procedures</i>	- staffing requirements - on the job training

may relate to:

- maintaining staffing records
- housekeeping.

Legislative requirements may include:

- WHS
- equal opportunity
- anti-discrimination
- workplace relations
- industry awards and agreements.

Team may include:

- full-time, part-time or casual staff
- staff under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Statutory requirements may include:

- minimum and maximum hours of work
- meal and other breaks
- leave entitlements
- remuneration scales
- penalty rates
- relevant industry awards and agreements.

Work may include:

- selling
- merchandising
- housekeeping
- rostering
- maintaining equipment
- stocktaking.

Communication with team may be:

- face-to-face
- written
- in languages other than English, Indigenous languages or visual languages, such as sign language
- individually or in groups.

Staff induction may include:

- formal training program
- one-to-one coaching.

Coaching may be done:

- frequently or infrequently
- formally or informally.

Procedures may relate to:

- modes of communication
- contact with customers

Techniques for providing **comments and feedback** may include:

- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- WHS.
- using appropriate, open and inclusive language
- speaking clearly and concisely
- using languages other than English, including Indigenous languages and visual languages, such as sign language
- non-verbal communication.

Methods of **evaluation** may include:

- observation
- third-party reports
- customer feedback
- questioning.

Relevant personnel may include:

- team members
- supervisors
- managers.

Staff records:

- systems may be:
 - manual
 - electronic
- may relate to:
 - attendance
 - leave entitlements
 - training
 - discipline.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT002A Maintain employee relations

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain employee relations. It involves identifying awards and agreements, minimising potential industrial problems, and implementing dispute and grievance procedures.

Application of the Unit

This unit applies to team leaders or manager who are responsible for the maintenance of positive employee relations by acting to identify and minimise potential industrial problems, and implement dispute and grievance procedures where necessary, according to store policy and procedures and local statutory requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify awards and agreements.	1.1. Identify and interpret relevant awards and agreements accurately. 1.2. Apply relevant awards and agreements accurately and equally to all staff . 1.3. Regularly and accurately inform staff of changes in awards and agreements. 1.4. Make copy of relevant awards and agreements available to employee if requested.
2. Identify and minimise potential industrial problems.	2.1. Regularly provide opportunities for staff to discuss problems that directly or indirectly affect their work. 2.2. Counsel staff, if required, in a positive and constructive manner or refer to appropriate personnel when necessary. 2.3. Promptly identify potential and actual conflicts between staff and take effective remedial action as soon as practicable. 2.4. Apply remedial action, according to store policy and procedures and legislative requirements . 2.5. Accurately maintain records of conflict and outcomes according to store policy.
3. Implement dispute settlement procedures.	3.1. Promptly identify disputes or grievances. 3.2. Apply store dispute and grievance procedures and legislative requirements accurately and promptly. 3.3. Accurately inform staff of current procedures and policies. 3.4. Apply all procedures and policies in an impartial manner. 3.5. Accurately and completely record details of all procedures and make available to authorised personnel. 3.6. Promptly refer unsettled disputes or grievances to management. 3.7. Promptly refer recommendation for improvements to dispute and grievance procedures to management.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - provide information to staff about changes to awards/agreements
 - provide information to staff about current dispute and grievance procedures
 - provide counselling through clear and direct communication
 - ask questions to identify and confirm requirements
 - empathise
 - observe
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - resolve conflict
- literacy skills to:
 - comprehend and interpret relevant workplace documents
 - generate workplace documents

Required knowledge

- store policy, procedures and legislative requirements in regard to:
 - workplace ethics
 - unfair dismissal
 - shift availability or non-attendance
 - staff rosters
 - interpersonal conflict
 - grievance procedures
 - personal animosity
 - discriminatory behaviour
 - harassment
 - staff counselling and disciplinary procedures
 - equal opportunity issues
 - non-compliance with store policy and procedures
 - part-time, casual, full-time work, contract employment
 - traineeships
- store organisational structure
- rights and responsibilities of employers and employees in retail workplace
- responsibilities of employers and employees under an Australian Apprenticeship contract of training
- relevant legislation and statutory requirements
- relevant industry codes of practice

- principles and techniques for interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently and responsibly applies store policy and procedures in regard to industry codes of practice relating to employee relations
- knows and consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements
- knows and consistently applies safe work practices in regard to the provision of services according to the relevant WHS legislation
- consistently and responsibly applies store policy and procedures in regard to identifying and minimising potential industrial problems and implementing dispute and grievance procedures
- consistently and responsibly applies store policy and procedures and legislative requirements in regard to external and internal client contact, especially the use of non-discriminatory language and attitudes
- knows employees' and employers' rights and responsibilities in regards to awards and agreements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- a range of employees or customers or case studies dealing with a variety of industrial relations issues
- relevant documentation, such as:
 - awards and agreements
 - store policy and procedures relating to grievances, counselling and discipline
 - store rosters
 - legislation and statutory requirements.

Methods of assessment

A range of assessment methods should be used to assess

practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXMGT001A Coordinate work teams.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Staff may include:

- full-time, part-time or casual
- under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Appropriate personnel may include:

- team leader
- supervisor
- manager.

Interpersonal ***conflict***:

- may occur with or between:
- individuals
- teams
- customers
- management
- may be minimised formally or informally
- is minimised to:
- promote effective working relationships
- prevent disciplinary or grievance procedures

Store policy and procedures in regard to:

- becoming necessary.
- employee relations.

Legislative requirements may include:

- relevant industry awards and agreements
- equal employment opportunity (EEO)
- anti-discrimination
- unfair dismissal
- workplace relations
- industry codes of practice.

Records systems may be:

- manual
- electronic.

Dispute and grievance procedures may be initiated by:

- management
- staff
- staff representative.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT003A Lead and manage people

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage teams.

Application of the Unit

This unit applies to team leaders or managers who are responsible for communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Lead the team.	1.1.Ensure leadership style reflects the <i>store image and culture</i> . 1.2.Create an environment in which <i>team members</i> are motivated to achieve high standards of performance. 1.3.Analyse and evaluate personal leadership style in terms of effects on motivation and performance of team members.
2. Lead by example.	2.1.Demonstrate high standards of personal performance. 2.2.Demonstrate willingness to confront <i>difficult situations and problems</i> . 2.3.Use honest, open consultation to facilitate <i>communication</i> with team members. 2.4.Deal with difficult situations fairly, openly and promptly according to <i>store policy and procedures</i> .
3. Develop and communicate team objectives.	3.1.Develop clear, accurate and relevant team objectives, including expected performance standards. 3.2.Ensure objectives are achievable within designated time limits and according to <i>resources</i> available. 3.3.Explain objectives clearly and at a level and pace appropriate to team members. 3.4.Regularly review objectives, according to team or store policy changes. 3.5.Encourage team members to provide <i>feedback</i> on objectives and to clarify areas of uncertainty.
4. Establish, develop and improve teams.	4.1.Access <i>relevant information</i> to develop plans based on accurate assessment of current <i>competencies</i> and career aspirations, according to current and future store requirements. 4.2.Assist and encourage individuals to take responsibility for their self-development. 4.3.Ensure team building and development plans contain clear, realistic objectives. 4.4.Minimise unproductive friction between team members. 4.5.Take collaborative approach with team members, colleagues and management to establish constructive relationships.

- 4.6. Encourage team members to offer ideas, views or suggestions.
- 4.7. Recognise suggestions offered by team members, and provide explanations if proposals rejected.
- 4.8. Recognise outstanding achievements.
- 4.9. Ensure promises and undertakings to team are realistic and honoured.
- 4.10. Give team members appropriate support in areas that may affect work performance and morale.
- 5. Develop self.
 - 5.1. Identify own current competencies and development needs according to current position description and future career aspirations.
 - 5.2. Develop realistic, achievable and challenging objectives and regularly review them.
 - 5.3. Accept responsibility for achieving self-development objectives.
 - 5.4. Regularly review own progress and performance with **appropriate personnel**.
 - 5.5. Use feedback received to improve future performance.
- 6. Delegate responsibility and authority.
 - 6.1. Clearly define team and individual responsibilities and limits of responsibility according to store policy.
 - 6.2. Provide information in a manner and at a pace appropriate for the individual.
 - 6.3. Ensure delegation is unambiguous, explicit and able to be carried out within a designated timeframe.
 - 6.4. Negotiate resources and implementation methods effectively with team members.
 - 6.5. Ensure support and resources available are accessible and sufficient for the needs of the operation.
 - 6.6. Review delegation regularly and revise as required.
- 7. Consult with team.
 - 7.1. Clearly and concisely communicate policies, plans, problems and solutions to team according to store policy.
 - 7.2. Demonstrate active and clear communication to team on store policy and operational issues.
 - 7.3. Clearly establish meeting purposes.
 - 7.4. Present information clearly.
 - 7.5. Encourage positive contributions from all members of group.
 - 7.6. Allocate discussion time to items according to importance, urgency or complexity.
 - 7.7. Ensure leadership style is appropriate for purpose and membership of group.
 - 7.8. **Record** decisions accurately and act upon them as required.
 - 7.9. Perform written and verbal communication in a clear and concise manner according to store policy.

8. Support the team.
- 8.1. Actively support staff, colleagues and management within store policy guidelines in situations involving store policies or operations.
 - 8.2. Actively support team members in achievement of realistic goals.
 - 8.3. Actively focus team members towards store plans and targets.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal and leadership skills to:
 - consult with team members
 - deal with difficult situations
 - develop and communicate team objectives including encouraging feedback
 - encourage ideas, views or suggestions from team members
 - review own progress and performance with appropriate personnel
 - provide information on responsibilities
 - negotiate resources and implementation methods through clear and direct communication
 - ask questions to identify and confirm requirements
 - give instructions and constructive feedback
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - resolve conflict
- literacy skills to communicate ideas and information

Required knowledge

- store policy and procedures in regard to:
 - job role and responsibilities
 - people management
 - staff development
 - leadership
 - team and company objectives
- principles and techniques in interpersonal communication skills, including:
 - conflict resolution
 - negotiation
 - consultation
 - team building

- training and mentoring
- delegation
- Training Packages and competency standards
- relevant legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishes effective and collaborative teams to achieve common objectives
- manages teams to perform effectively and collaboratively by:
 - using a leadership style that supports store image, culture and business strategic direction
 - creating an environment to achieve high standards
 - maintaining effective communication with staff
 - leading by example
 - consulting honestly and openly
 - dealing with difficult situations fairly, openly and promptly
 - evaluates, analyses and enhances own leadership style
 - evaluates and improves the effective performance of teams
 - leads teams in an effective, open, consultative and supportive manner
 - delegates appropriate responsibility and authority to team members.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on people management and staff development
 - team and company objectives
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store image and culture may relate to:

- range of products and services
- personal and store presentation
- organisational structure, including own position and role within the structure
- chain of command
- workplace policy and procedures
- organisational values
- mission statement
- workplace goals.

Team members may:

- come from a variety of social, cultural or ethnic backgrounds
- vary in literacy and numeracy skills
- vary in competencies.

Difficult situations and problems may include:

- unsafe work practices
- dealing with difficult customers
- dealing with customer complaints
- resolving staff conflict
- managing emergency situations.

Communication may include:

- verbal
- individuals or groups

	• formal or informal meetings • written correspondence, memos • email, fax, telephone • use of languages other than English including local community languages, Indigenous languages and visual languages such as sign language.
Store policy and procedures in regard to:	• staff development, people management and leadership style • conflict resolution and grievance procedures.
Resources may include:	• training materials • equipment • relevant information.
Feedback may be sought and given:	• verbally • in languages other than English including local community languages, Indigenous languages and visual languages such as sign language • in writing • in groups • individually.
Sources of relevant information may include:	• personal observation and experience • colleagues, supervisors and managers • personnel documentation and files • unions • industry associations • industry publications • internet • information services • industry contacts, mentors and advisers.
Competencies may include:	• customer service skills • communication skills • conflict resolution skills • team building skills • industry specific skills.
Appropriate personnel may include:	• supervisor and manager • team members.
Methods used to record decisions may include:	• manual • digital • allocated proformas.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT004A Analyse and communicate information

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and communicate information in a retail environment.

Application of the Unit

This unit applies to personnel in the retail industry who gather information from a wide variety of sources, analysing it and using it for planning purposes.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Review external operating environment.	1.1. Develop strategies to maximise the understanding of the store's <i>external operating environment</i>. 1.2. Review operating environment using <i>relevant sources of information</i>. 1.3. Analyse external operating environment using current, accurate information that reflects emerging and predicted trends. 1.4. Review systems to reflect possible future store operating <i>policy and procedures</i>, technology, partners, competitors and other relevant organisations.
2. Identify and evaluate competitors.	2.1. Identify and evaluate strengths and weaknesses of existing and potential competitors using accurate and current information. 2.2. Gain information from ethical, cost-effective sources according to store policy. 2.3. Adjust store plans and targets, according to information gained from external operating environment to maximise success of store operation.
3. Assess internal strengths.	3.1. Evaluate opportunities for new and existing products and services in response to internal strengths and external factors. 3.2. Evaluate merchandise or service delivery using accurate, current information.
4. Forecast trends and developments.	4.1. Regularly project future trends and developments using accurate, current information. 4.2. Clearly identify impact of future trends and developments on store operations. 4.3. Regularly investigate and assess new technology for possible store application. 4.4. Report <i>research, analysis and forecasts</i> using accurate qualitative and quantitative information.
5. Recommend and implement improvements.	5.1. Recommend and implement improvements based on forecasts. 5.2. Develop and implement strategies to maximise future business, customer service and profit.
6. Respond to change.	6.1. Identify changes in <i>internal operating environment</i> accurately and promptly. 6.2. Develop and implement policy and procedures to effectively respond to changes in internal and external operating environment without undue delay.
7. Communicate	7.1. Implement internal and external correspondence or personal

internally and externally.

communications according to store policy and procedures.

7.2.Ensure personal presentation is professional and in line with store policy.

7.3.Summarise written communications to convey key points that are clear, concise and in line with store policies.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to conduct public speaking and group presentation
- analytical skills to conduct qualitative and quantitative analysis
- literacy and numeracy skills in regard to:
 - preparation, analysis, evaluation, summary and reporting of forecasts, trends and recommendations and business correspondence
 - using and applying technology

Required knowledge

- store policy and procedures in regard to:
 - information on internal and external operating environment
 - review of internal and external operating environment
 - interpersonal communication
 - personal presentation
 - business correspondence
- social, cultural environment
- characteristics of customers
- market for store products and services
- pricing policies and procedures
- sources of supply of products and services
- competitors
- existing and new technology
- principles and techniques in change management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies and analyses information about features of the operating environment that now, or in the future will affect store retail operations
- identifies and implements changes to maximise future business, customer service and profit
- develops and implements strategies to implement changes
- produces written communications to convey key points that are clear, concise and in line with store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
- store policy on communication
- legislation and statutory requirements
- information on:
- markets
- competitors
- products and services
- suppliers
- new technology.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

performance criteria is detailed below.

External operating environment may include:

- markets, such as advertising and marketing targets, customers, local culture and environment
- competitors, for example, product and service range, pricing policies, marketing policies
- new or existing products and services, suppliers, technology
- government and legislative bodies affecting employment conditions, staff, trade practices, consumer law and WHS.

Relevant sources of information may include:

- contacts with others inside or outside the store
- customers
- staff
- publications
- business journals
- newspapers
- conferences and courses
- internet
- statistics
- observation
- market research.

Store **policy and procedures** in regard to:

- information and review of internal and external operating environment
- modes of communication and reporting.

Research, analysis and forecasting techniques may include:

- written or verbal data
- surveys
- formal or informal meetings
- quantitative and qualitative data
- management of information technology systems.

Internal operating environment may include:

- operating climate and culture
- existing merchandise and service range
- possible future merchandise and service range
- possible future retail technology systems
- problems in sales and service delivery
- customers
- staff
- management
- management information systems.

Communications may include:

- internal or external contacts

- personal, face-to-face, or electronic media
- written correspondence
- memorandums
- routine or specialist reports.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT005A Set strategic plans

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategic plans.

Application of the Unit

This unit applies to senior managers who are responsible for setting objectives and targets both long-term and short-term, and developing action plans consistent with the store's overall aims and objectives.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate and implement mission statement.	1.1. Communicate <i>mission statement</i>, according to store's stated purpose and values. 1.2. Interpret mission statement in active consultation with <i>team members and management</i>.
2. Set objectives and targets.	2.1. Develop objectives and targets after active consultation with team members and management according to <i>store policy and procedures</i>. 2.2. Ensure <i>strategies and objectives</i> accurately reflect the overall <i>store mission and values</i>. 2.3. Ensure strategies and objectives are attainable, cost-efficient and realistic within a designated timeframe and allow for continuous improvement planning. 2.4. Ensure strategies and objectives contain sufficient detail to allow development of specific projects. 2.5. Clearly acknowledge <i>constraints upon objectives</i>.
3. Develop action plans	3.1. Develop, evaluate and implement action plans according to store policy and procedures. 3.2. Ensure action plans contain, clear, comprehensive and concise details. 3.3. Ensure action plans take account of appropriate operational and other relevant considerations. 3.4. Ensure proposals identify targets, standards and implementation methods.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical and management skills to implement and evaluate plans
- interpersonal communication skills to:

- interpret and communicate mission statement
- develop objectives and targets in consultation with team members and management through clear and direct communication
- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- present reports
- conduct group presentations
- conduct consultative processes
- literacy skills to:
 - document strategic plans
 - interpret information
- numerical skills in regard to financial and budget planning

Required knowledge

- store policy and procedures in regard to strategic planning
- store purpose and values
- store mission statement
- internal and external operating environment
- principles and techniques in strategic planning

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets, communicates and implements store's mission statement
- collaboratively develops team objectives reflecting the store's mission statement
- collaboratively develops strategies for achieving team objectives
- collaboratively develops effective action plans to implement strategies, including targets, standards and implementation methods.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:

- strategic plans
- store mission statement
- store value statement
- information on the internal and external operating environment
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research reports
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Mission statements may be:

- formal
- informal
- communicated verbally
- communicated in writing.

Team members and management may include:

- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Store policy and procedures in regard to:

- strategic planning

Strategies and objectives may relate to:

- technology
- time management

- standards of work
- quality
- quantity
- human relations, personal development
- legal issues
- internal and external operating environments
- implementation of policy and procedures
- development and communication of ideas
- development of product and service provision
- problem solving
- financial control and accounting
- profits
- management systems
- inventory control
- loss prevention.
- customer relationships
- supplier relationships
- legal requirements
- WHS
- equal opportunity
- ethics
- employment
- human relations
- training
- environment.
- internal considerations
- external considerations.

Store mission and values may include:

Constraints upon objectives may include:

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT006A Initiate and implement change

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to initiate and implement change in a retail environment.

Application of the Unit

This unit applies to management personnel who identify opportunities for increased sales and service, and evaluate, negotiate and implement changes consistent with the store's overall aims and objectives.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify opportunities for increased sales and service.	1.1.Regularly obtain relevant, reliable information from a variety of sources and analyse with regard to requirements of store operations. 1.2.Accurately report information on developments to appropriate personnel. 1.3.Use information related to current practices to identify opportunities for growth in sales and service. 1.4.Continuously monitor and evaluate operations, and take action to improve where indicated. 1.5.Accurately identify obstacles to change and take action to alleviate problems. 1.6.Use evaluation of previous development outcomes to identify a range of opportunities for improvement and change.
2. Evaluate changes.	2.1.Ensure information on current and proposed merchandise and service range and operating systems is complete, accurate and accessible. 2.2.Compare advantages and disadvantages of current and proposed operations. 2.3.Assess implications of introducing changes using appropriate analysis measures. 2.4.Ensure proposed changes take account of previous evaluations. 2.5.Communicate recommendations to appropriate people within designated timeframes. 2.6.Analyse responses to recommendations and make appropriate alterations.
3. Negotiate changes.	3.1.Promptly communicate information on projected change to appropriate people in sufficient detail for them to evaluate the implications for their areas of responsibility. 3.2.Maintain good working relationships during negotiations. 3.3.Ensure agreements reached include detailed implementation plans in line with store policy and procedures. 3.4.Communicate complete and accurate records of negotiations and agreements to appropriate people.

- 3.5. Where compromise necessary, ensure it is mutually acceptable and in line with store policy.
- 3.6. Convey reasons for non acceptance of proposals positively to relevant staff.
- 3.7. Encourage relevant people to understand and participate in changes.
- 4. Implement and evaluate change.
 - 4.1. Communicate relevant details of implementation plans within designated timeframes to appropriate people in a manner and at a level and pace suitable for their needs.
 - 4.2. Use resources effectively to meet the requirements of operational changes.
 - 4.3. Monitor operational changes according to implementation plans.
 - 4.4. Evaluate outcomes of changes against expectations and previous sales and service records.
 - 4.5. Modify implementation process to resolve **problems** if required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to:
 - evaluate and forecast
 - collect and organise information
- interpersonal communication skills to:
 - report information and communicate recommendations
 - negotiate changes and communicate details of implementation plans through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - conduct presentations
- literacy skills to document plans and reports

Required knowledge

- store policy and procedures in regard to:
 - initiating and implementing change
 - applying relevant legislation and organisational rules
- changes to technology and resources

- market needs and marketing opportunities
- resource utilisation and costs
- analysing efficiency and effectiveness
- assessing alternatives in areas of change, including contingency planning
- using financial analysis techniques, including cost and benefit, differential and risk analysis
- quality assurance and control

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- reviews relevant information and identifies opportunities for increased sales and service
- evaluates proposals for changes to merchandise and service range and operating systems
- negotiates for the successful implementation of change
- collaboratively implements changes
- evaluates implemented change against the initial proposal.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures in regard to initiating and implementing change
 - resource utilisation
 - proposals for changes
 - market analysis data
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Information may be gathered from:

- external sources
- higher-level managers
- subordinates
- colleagues
- specialists
- staff in other departments.

Appropriate personnel may include:

- supervisor and manager
- team members.

Opportunities for improvement and change may include:

- personnel requirements and team composition
- employment and work practices
- work methods and patterns
- cost factors
- nature and availability of services and products
- quality of services and products
- methods to reduce waste
- new equipment and technology
- design of systems.

Implications of change may affect:

- profitability
- productivity
- quality of service and product
- environmental impact
- working conditions
- working relationships
- reactions of individual employees.

Analysis measures may be:

- qualitative
- quantitative.

Communication and

- higher-level managers

negotiations may include:

- subordinates
- colleagues
- specialists
- staff in other departments
- representatives from external organisations.

Negotiations may be conducted:

- verbally in formal or informal meetings
- by telephone or fax
- written correspondence
- email.

Store policy and procedures in regard to:

- initiating and implementing changes
- communication techniques.

Problems in implementing change may relate to:

- internal considerations
- external considerations.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

SIRXMGT507 Manage staff through change

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMGT007A Manage staff through change.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to build a resilient organisational culture and implement processes that support and develop staff to flourish in an environment of change.

This requires the analysis of the environment, consideration of risks and opportunities, the development of a structured process to respond to the changed environment, and leadership of staff through the change.

Application of the Unit

This unit may apply to supervisors and managers with responsibility for a team and oversight of change implementation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse change requirements.	1.1. Review the organisation's strategic and business plans to identify organisational directions that will require change to work practices. 1.2. Assess options to drive required changes in line with delegated authority and standard organisational policies and procedures. 1.3. Identify and analyse potential risks associated with implementing the change. 1.4. Identify and prioritise changes for further action.
2. Introduce change.	2.1. Evaluate the organisational culture and identify barriers to change. 2.2. Develop strategies to overcome barriers to change and promote a culture of innovation. 2.3. Plan for the implementation of the change, ensuring risks are mitigated and processes and timelines are achievable. 2.4. Negotiate and secure access to the resources required to introduce the change. 2.5. Communicate the purpose and benefits of the change to staff. 2.6. Provide clear instructions to staff regarding their work responsibilities and roles to facilitate a smooth implementation.
3. Foster commitment to change.	3.1. Provide and promote opportunities for staff input to the change implementation and seek feedback to refine processes. 3.2. Share and discuss models and methods for innovation and changed work practices with staff. 3.3. Provide clear and actionable feedback to staff on the progress they are making in implementing change. 3.4. Mentor and coach staff to build and reinforce the skills, knowledge and attitude required for successful implementation of change. 3.5. Reward and recognise positive contributions made by staff to the implementation of change.
4. Evaluate outcomes of change.	4.1. Report outcomes to staff of the changes and benefits achieved. 4.2. Promote opportunities for staff to reflect on the change and

- identify opportunities for further improvements and change.
- 4.3. Seek staff input to the development of recommendations for future organisational change and improvement in line with organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to:
 - identify barriers to change
 - assess alternative change implementation strategies
- communication and interpersonal skills to:
 - coach and mentor staff
 - make verbal reports
 - motivate staff and manage teams
 - negotiate and support staff to overcome barriers to change
 - provide clear work instructions to staff
- planning and organising skills to:
 - put in place mechanisms to:
 - mitigate risks associated with change
 - recognise and reward staff contributions to change processes
 - secure resources to support the change process
- literacy skills to produce written and verbal reports

Required knowledge

- concepts and models of:
 - change and change management
 - leadership and management
 - organisational culture
- concepts of risk management planning and processes
- impact of organisation's culture on acceptance of change
- organisational mission, vision, values and goals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the drivers and barriers to change
- uses techniques to introduce and support the implementation of change, including:
 - communicating with and supporting staff to overcome barriers to change
 - providing clear work instructions to staff
 - putting in place mechanisms to mitigate risks associated with change
 - putting in place mechanisms to recognise and reward staff contributions to change processes
 - securing resources to support the change process
- promotes and communicates the outcomes of change processes to staff
- evaluates change outcomes.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - manufacturer instructions and operation manuals
 - store policy and procedures manuals
- a range of retail equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- role play
- answers to questions about specific skills and knowledge
- customer feedback
- observation of performance in the workplace
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- third-party reports from a supervisor.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Changes*** may include:
- changed decision-making and delegation processes
 - changed organisational structure
 - changed role responsibilities of staff
 - identification of new markets
 - identification of new products and services
 - reviewed or new planning processes
 - reviewed or new work processes.
- Risks*** may include:
- change to government policy and programs
 - changing client requirements
 - cost over-runs
 - cyclical changes within the industry or region
 - difficulty in accessing funds
 - emergence of new technologies
 - inability to access necessary skills within the workforce
 - legal proceedings
 - potential for disruption to existing services and products
 - staff dissatisfaction
 - strength of existing or new competitors
 - tightened economic environment
 - time delays due to the planning and decision making process.
- Barriers to change*** may include:
- aiming for total consensus before progressing
 - fear of individual loss of power or influence
 - ineffective teams
 - inertia driven by desire to maintain personal comfort
 - lack of cooperation across team members
 - lack of leadership
 - lack of resources and time
 - not prioritising actions
 - over-analysis of the problem without acting.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

SIRXMGT508 Plan and prepare for business sustainability

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify suitable sustainability integration strategies for a retail business and to analyse and consult on strategies for their implementation. It also covers the preparation of an implementation plan for introducing or improving business sustainability.

Application of the Unit

This unit applies to those with managerial responsibility who research and consult on appropriate sustainability strategies for a retail business, and who analyse, cost and plan implementation of selected strategies. This unit requires some supervision of other staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Gather and analyse information.	1.1. Evaluate business processes to determine the scope and potential for integration of <i>sustainability strategies</i> . 1.2. Research appropriate sources of information relevant to integration of sustainability strategies into business processes. 1.3. Identify and consult with <i>relevant staff and stakeholders</i> to explore and identify sustainability options. 1.4. Identify and document constraints that may affect implementation of identified sustainability strategies.
2. Plan sustainability integration.	2.1. Develop achievable and cost-effective goals for integration of sustainability strategies in relation to organisational goals. 2.2. Establish critical success factors for successful implementation of identified sustainability strategies. 2.3. Prepare a cost-benefit analysis for introducing or improving business sustainability. 2.4. Consult with stakeholders to determine and validate sustainability strategies to be implemented.
3. Prepare implementation documentation.	3.1. Analyse and document implementation processes for validated sustainability strategies. 3.2. Consult and negotiate with relevant stakeholders to finalise processes and timeframes for implementation. 3.3. Prepare detailed report on implementation of sustainability strategies.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to evaluate complex and formal documents, such as government policy and legislation

- communication and interpersonal skills to:
 - consult with staff and stakeholders
 - use language suited to the intended audience
- literacy and numeracy skills to:
 - calculate budget requirements
 - interpret technical specifications and related sustainability documentation
 - prepare implementation report
 - report research findings
- planning and organising skills to develop implementation strategies
- problem-solving skills to manage different points of view and dissenting stakeholders
- research skills to compare and evaluate strategies for introducing or improving sustainability

Required knowledge

- best practice approaches to sustainability
- energy consumption and energy audit methodology
- environmental and sustainability legislation, regulations and codes of practice applicable to industry and organisation
- environmental impacts of products, processes, systems and services
- equal employment opportunity, equity and diversity principles and work health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the retail industry
- quality assurance systems relevant to own organisation
- relevant organisational policies, procedures and protocols relating to the retail industry
- relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses and consults on the scope and potential for integration of sustainability strategies
- prepares implementation plan for sustainability integration, including negotiating timeframes
- prepares relevant documentation and reports.

Context of and specific Assessment must ensure access to:

resources for assessment

- a retail work environment
- relevant legislation, standards or guidelines
- workplace documentation and personnel, information and resources, including:
 - compliance obligations
 - organisational plans
 - organisational finance data
 - organisational values and objectives
 - work responsibilities
- reports from other parties involved in the development and implementation of business sustainability.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Sustainability

strategies may include:

- economic sustainability, such as cost-effective use of resources
- environmental sustainability, such as:
 - carbon dioxide reduction
 - efficient use of resources
 - waste reduction
- social sustainability, such as building community involvement.

Relevant staff and

stakeholders may include:

- contractors
- customers
- finance department

- line managers
- local community
- sales teams.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

SIRXMGT509 Manage diversity within the business

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage and gain benefit from diversity within the workplace and customer base. This requires understanding the characteristics that define diversity, building respect and understanding, and identifying the business benefits offered by diversity.

Application of the Unit

This unit may apply to supervisors and managers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Identify issues associated with diversity. 2. Build understanding and respect. 3. Develop opportunities from a diverse workforce and customers.	1.1. Build and explore an understanding of the issues associated with <i>diversity</i>. 1.2. Identify the strengths that are offered to the organisation by its diverse workforce and customer base. 1.3. Analyse <i>opportunities</i> for the organisation in embracing the strengths of diversity. 2.1. Act as a role model in demonstrating behaviours that respect workplace diversity. 2.2. Communicate organisational policies and legislative requirements to staff that support a workplace that is inclusive and respectful of diversity. 2.3. Coach and mentor staff to develop their awareness of the benefits of a diverse workforce and customer base. 2.4. Supervise the workplace to ensure literature, work practices and personal interactions are respectful of people from diverse backgrounds. 2.5. Recognise and reward staff behaviour that demonstrates respect for and commitment to diversity. 3.1. Provide and promote opportunities to recognise and use the skills and knowledge of a diverse workforce. 3.2. Seek and implement opportunities to build a customer base drawn from diverse backgrounds. 3.3. Share and discuss with staff the strengths and benefits achieved from the active strategies that embrace diversity.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - communicate with people from diverse backgrounds
 - coach and mentor staff
- teamwork skills to:
 - provide team leadership and management
 - motivate staff

- problem-solving skills to negotiate with and persuade staff to embrace diversity in the workforce

Required knowledge

- concepts and models of:
 - diversity within the workplace and community
 - leadership and management
 - organisational culture
- legislative requirements that underpin respect for diversity
- organisational mission, vision, values and goals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses diversity and opportunities to improve the organisation
- demonstrates behaviours that respect workplace diversity
- coaches and supervises staff to ensure workplace information and practices are respectful of people from diverse backgrounds
- implements opportunities to build diverse staff and customer base.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- organisational values and objectives
- relevant workplace documentation, including human resources policies and procedures
- retail staff with a range of job roles.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Diversity applies to a range of human characteristics, including:

- age
- cultural background
- disabilities
- family structure
- gender
- language
- national origin
- race
- sexual preference
- special needs.

Opportunities that can be generated by the adoption of inclusive and respectful policies and practices include:

- a more interesting workplace that reflects the diverse community
- a multilingual workforce to communicate effectively with customers from diverse backgrounds
- ability to serve new and emerging markets ahead of competitors
- harmonious and productive workforce
- increased customers resulting from understanding and accessible workplace practices
- increased job satisfaction and recognition for staff members from diverse backgrounds
- increased perspectives brought to problem solving and service provision.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

SIRXMPR001A Profile a retail market

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to profile a retail market.

Application of the Unit

This unit applies to personnel responsible for reviewing the image of the store, researching market demands, profiling store customers and implementing methods to attract customers to the store.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review the image of the store.	1.1. Analyse the <i>components of the store image</i> . 1.2. Access and analyse relevant <i>store documentation</i> in relation to store image. 1.3. Promote the store image in an appropriate manner.
2. Research market demands for the store.	2.1. Select an <i>appropriate area for research</i> of market demands. 2.2. Use appropriate <i>market research techniques</i> according to <i>store policy</i> . 2.3. Plan market research according to store policy and procedures. 2.4. Collect, analyse and present <i>data</i> in an appropriate manner.
3. Profile the store's customers.	3.1. Research the demography of the store's <i>customers</i> . 3.2. Develop a demographic <i>profile</i> . 3.3. Access information about <i>changing trends</i> and relate to <i>customer demands</i> .
4. Implement methods to attract customers to store.	4.1. Access and analyse information about the customer. 4.2. Generate <i>ideas</i> to develop <i>methods for attracting customers</i> . 4.3. Select and develop a suitable idea in collaboration with others in the organisation. 4.4. Present and discuss the idea with <i>relevant personnel</i> . 4.5. <i>Evaluate</i> the idea to ensure that it meets the requirements for the target customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - carry out market research
 - generate ideas and discuss with relevant personnel through clear and direct communication

- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- collaborate with team members
- literacy and numeracy skills to:
 - interpret store policy and procedures
 - conduct research
 - analyse data
 - generate reports

Required knowledge

- store policy and procedures in regard to:
 - accessing documentation
 - promoting store image
- market research methods
- evaluation methods
- creative thinking techniques
- techniques in interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses components of the store image by accessing relevant store documentation
- promotes the store image in an appropriate manner
- researches market demands using appropriate market research techniques
- accurately profiles store customers
- generates ideas for attracting customers to store
- selects and develops a suitable idea in collaboration with others
- presents and discusses idea with supervisor
- evaluates idea to ensure that it meets requirements for target customers
- implements the idea according to store policies and budgetary requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - store documentation in relation to store image
 - market data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- case studies
- research reports
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Components of the store image may include:

- logo
- products
- services
- layouts
- displays
- tickets
- visual merchandising
- promotional events and themes.

Store documentation may include:

- sales reports
- customer surveys
- market research.

Appropriate areas for research

- location

may focus on:

- consumer
- product
- brand
- price
- layout
- advertising.

Market research techniques
may include:

- interviews
- observations
- surveys
- questionnaires.

Store policy may relate to:

- marketing
- market research.

Data may include:

- internal: customer orders, random surveys, complaints, returns
- external: ABS statistics, books, newspaper reports, supplier information.

Customers may include:

- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Demographic **profile** may include:

- age
- buying power
- family structures
- employment patterns
- education levels
- tourism
- mobility
- occupations
- marital status
- cultural and ethnic background
- income levels
- population size.

Changing trends may include:

- tourism
- immigration
- technology
- selling approaches

Customer demands may vary according to:

- leisure time
- environmental issues
- discount operators
- quality demands
- advances in technology.
- preference
- health factors
- age
- cultural group
- dietary issues
- price.

Ideas may be generated using techniques such as:

- product association
- brainstorming
- visualising
- telling stories
- creative writing
- lateral thinking
- mind mapping, drawings
- using prompts.

Methods for attracting customers may include:

- advertising
- seasonal promotions
- new product launches
- public relations
- publicity.

Relevant personnel may include:

- team leader
- supervisor
- manager.

Methods used to **evaluate** ideas may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR002A Provide marketing and promotion program support

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to support promotional and marketing programs as a frontline sales staff member.

Application of the Unit

This unit applies to frontline sales personnel who are responsible for supporting enterprise promotional and marketing programs by confirming timing and purpose of programs, responding to enquiries and ensuring materials are available to internal and external customers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm promotional and marketing activities.	1.1. Obtain and confirm timing and purpose of <i>marketing and promotional programs</i> . 1.2. Access <i>relevant sources of information</i> regarding upcoming promotional activities. 1.3. Confirm own role in supporting specific marketing and promotional programs with <i>relevant supervisory personnel</i> . 1.4. Communicate details of marketing and promotional programs to <i>customers</i> as directed.
2. Respond to enquiries on promotional and marketing activities.	2.1. Receive and action enquiries concerning marketing and promotional programs according to <i>business policy and procedures</i> . 2.2. Provide accurate details of marketing and promotional programs on demand to internal or external personnel, according to business policy and procedures.
3. Support marketing and promotional programs.	3.1. Secure <i>campaign-related marketing materials</i> to meet internal or external demand. 3.2. Issue campaign-related marketing materials to meet internal or external requests according to business policy and procedures. 3.3. Lodge orders for additional campaign-related marketing materials in a timely manner.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - access information
 - confirm own role
 - conveying accurate details of promotional or advertising programs to customers
 - respond to enquiries on marketing and promotional activities and through clear and

- direct communication
 - use open and closed questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - interpret promotional campaign information and instructions
- self management skills to:
 - respond accurately to enquiries on marketing and promotional activities
 - initiate orders for promotional or advertising support merchandise

Required knowledge

- upcoming and ongoing promotional schedule, plans and activities
- support requirements and expectations
- processing promotional enquiries according to business policy and requirements
- roles of management personnel
- ways to support marketing and promotional programs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accurate monitoring and confirmation of upcoming and ongoing store promotional and advertising programs
- consistent confirmation of own role and responsibilities to support marketing and promotional programs
- ability to accurately determine details of advertising and promotional programs
- accurate and clear communication of advertising and promotional program details to answer identified external and internal queries
- timely provision of merchandising and support resources to nominated personnel implementing advertising and promotional programs.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:

- store policy and procedures manuals
- campaign details
- campaign marketing materials.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- role play
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Promotional and marketing programs may include:

- manufacturer product or service campaigns
- loyalty programs
- catalogue offers
- vouchers
- seasonal campaigns
- events
- new lines
- new store
- sales discounts
- special displays.

Relevant sources of information may include:

- work procedures and internal manuals
- enterprise operating procedures and instructions
- written instructions such as data exchange, emails.
- other staff and supervisors.

Relevant supervisory personnel

- team leader
- department manager

may include:

- manager.

Customers may include:

- new and existing customers
- internal or external customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Business policy and procedures may include:

- operating procedures and instructions
- legislation and regulations
- quality assurance systems procedures and policies
- supplier instructions
- safety instructions.

Campaign-related marketing materials may include:

- advertising materials
- display stands
- flyers
- gift merchandise and promotional materials
- staff uniforms, badges and hats
- customer loyalty cards
- vouchers and discount vouchers.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR003A Conduct telemarketing

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply telemarketing techniques to secure orders or sales through directly approaching customers or by responding to incoming calls from customers.

Application of the Unit

This unit applies to frontline sales personnel who are responsible for ensuring that telemarketing technology is appropriately utilised, customer needs met, target calls identified, responses processed according to business requirements and that sales leads are followed up as required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm telemarketing processes.	1.1. Obtain and confirm details of <i>campaign</i> . 1.2. Clarify matters relating to <i>campaign objectives</i> or responsibilities with <i>relevant personnel</i> . 1.3. Prepare <i>call guides</i> and action lists where required. 1.4. Determine <i>technology</i> required for completion of assigned roles in campaigns.
2. Respond to customer enquiries using telemarketing technology.	2.1. Clearly establish <i>customer</i> needs. 2.2. Satisfy <i>customer enquiries</i> in a prompt and efficient manner. 2.3. Refer enquiries beyond individual capabilities or beyond scope of the campaign to relevant personnel or record for later response. 2.4. Follow up on information not supplied to the customer on initial enquiry and relay to the customer within the quickest possible time. 2.5. Apply <i>sales and service techniques</i> according to business and industry standards. 2.6. Discuss and confirm <i>payment options</i> with customer during sales transaction. 2.7. Confirm <i>supply arrangements</i> with customer during sales transaction.
3. Seek customers using telemarketing technology.	3.1. Identify and confirm call targets. 3.2. Identify telephone numbers from database. 3.3. Complete calls in the most efficient manner possible. 3.4. Ensure call principles and procedures conform to <i>business policy and procedures</i> . 3.5. Record customer responses accurately to required level of detail. 3.6. Answer customer queries or refer to appropriate personnel according to <i>business policy and procedures</i> . 3.7. Action customer requests, according to business policy and procedures.
4. Process telemarketing	4.1. Record and report <i>customer requirements</i> .

customer sales and orders.	4.2.Accurately record customer particulars. 4.3.Complete and report appropriate records, according to business processes and technology. 4.4.Process customer's preferred payment and delivery options. 4.5.Arrange credit checks, according to business and industry policy and requirements. 4.6.Fully apply privacy arrangements during transaction.
5. Maintain telemarketing systems and technology.	5.1.Maintain telemarketing systems and technology to business and manufacturer requirements. 5.2.Report faults or safety problems with telemarketing systems and work space to relevant personnel.
6. Record campaign results.	6.1.Process campaign results and records according to business processes and technology. 6.2.Convey difficulties encountered reporting and recording campaign results to appropriate personnel. 6.3.Assess performance against agreed targets and analyse for future improvement.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - clarify matters relating to campaign objectives or responsibilities with relevant personnel
 - respond to customer enquiries
 - call customers
 - report faults or difficulties with reporting and recording to appropriate personnel through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - collaborate with team members
 - clarify campaign details
- literacy and numerical skills to:
 - interpret business policy and procedures
 - interpret database entries
 - process sales transactions
 - record and analyse data

- use appropriate technology to complete ascribed role
- record and report information for business transactions and as required by business
- technical skills to:
 - apply privacy and security arrangements
 - solve routine operational problems
 - identify targets

Required knowledge

- store policy and procedures in regard to:
 - telecommunications, including telemarketing and telesales
 - interacting with customers
 - promoting products
 - processing sales transactions
- techniques in interpersonal communication
- relevant industrial or legislative requirements
- use and maintenance of technology
- Work Health and Safety (WHS) aspects of job
- relevant commercial law, legal and security requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- satisfactory processing of a customer enquiry relating to a specific marketing campaign
- satisfactory processing of incoming sales calls from customers
- satisfactory processing or outgoing contact with customers to obtain sales, or recall or regain a customer
- matching customer requirements with business offerings
- recording sales
- retaining or regaining customers
- successful handling of a range of customer contingencies encountered during performance of telemarketing duties
- completion of communication tasks according to

business procedures, e.g. phone orders and accompanying written confirmations, faxed order forms and confirmation documents, electronic order lodgement and accompanying hard copies of computer documents.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - campaign details
 - call guides
 - order forms
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- role play
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Campaign may vary to accommodate regional variations in:

- demographics
- economics
- competition
- social and cultural factors
- political influences
- legal factors

- Campaign objectives** may vary according to:
- natural factors
 - technology.
 - product or service
 - merchandising and sales strategy
 - sales
 - promotional strategies, including:
 - duration
 - cycle
 - territory coverage
 - product or service focus.
- Relevant personnel** may include:
- supervisor
 - team leader
 - manager
 - specialist technical staff.
- Call guides** may be:
- prepared internally or externally
 - in hard or electronic form
 - automated or manual.
- Technology** may include:
- personal computers or terminals, which may be stand-alone or networked
 - point-of-sale terminals
 - telecommunications equipment
 - software, including:
 - word processing
 - databases
 - spreadsheets
 - financial
 - inventory
 - electronic data interchange (EDI).
- Customers** may include:
- new or repeat contacts
 - external and internal contacts
 - business customers or individuals
 - customers with routine or special requests
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Customer enquiries** may relate to:
- warranties
 - use-by dates
 - storage requirements
 - stock availability

Sales and service techniques may include:

- product range
- features and benefits of products
- price
- delivery
- progress of order placed.
- questioning and active listening
- sales closing techniques
- associated sales techniques, including:
 - trade-up
 - trade-in
 - tie-ins
 - cut-ins
 - range-ins
- negotiation skills
- over-the-phone empathy creation
- securing payment.

Payment options may include:

- credit card
- electronic funds transfer
- cheque
- money order
- hire purchase
- cash on delivery (COD)
- customer account.

Supply arrangements may include:

- delivery of products
- provision of services
- maintenance and support agreements
- leasing agreements and consultancies
- research and development.

Business policy and procedures may relate to:

- use of telecommunications technology
- maintaining and utilising client records
- promotional and marketing programs
- sale and supply of products and services
- interaction with customers.

Customer requirements may relate to:

- product type
- brand
- size
- quantity
- product characteristics
- method of delivery

Customer particulars may include:

- price.
- customer's name and contact details
- transaction records
- personal preferences
- anniversaries and special dates
- details of items bought or returned.

Credit check procedures may include:

- automated or manual
- completed internally or by external agent.

Faults or safety problems may include:

- spills
- sharp edges
- loose wiring
- transaction faults
- equipment and technology faults.

Records may include:

- manual or electronic records
- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation
- records of authorised officers' decisions
- corporate credit card transaction statements
- records of supplier performance
- financial statements
- asset registers
- records of conversation.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR004A Market products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to market concepts, products or services to penetrate a market segment targeted by a wholesale business.

Application of the Unit

This unit applies to personnel who establish the requirements of the customer and then develop, implement and evaluate appropriate marketing strategies.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish wholesale customer requirements.	1.1. Research existing and potential customers to establish demand. 1.2. Determine and compare requirements for business customers and customers of those businesses. 1.3. Devise and implement systems to receive, respond to and address customer feedback. 1.4. Assess market research information against the aims and targets of the business plan. 1.5. Record customer requirements and preferences in relation to business products or services and factor into marketing strategies.
2. Develop marketing strategies.	2.1. Devise marketing strategies to optimise sales and profit, according to the business plan, customer requirements, benefits to business partners, market position, logistical capacity, capacity and resources of the business, forecasts relating to demand. 2.2. Accurately complete segmentation, targeting and positioning of a product. 2.3. Determine resource requirements for implementation of marketing plans. 2.4. Accurately set cost of promotional activities to reach identified and potential customers. 2.5. Accurately determine marketing mix. 2.6. Determine promotional and distribution methods to reach the identified market segments.
3. Implement marketing strategies.	3.1. Implement marketing strategies aimed at improving the wholesale business's competitive position. 3.2. Allocate business resources required to effectively implement marketing strategies. 3.3. Coordinate internal and external personnel to implement marketing strategies.
4. Monitor marketing strategies.	4.1. Establish systems for regularly monitoring marketing activities and evaluating marketing strategies. 4.2. Complete analysis of marketing strategies to ascertain emerging or changing business opportunities. 4.3. Monitor achievement of performance targets for a marketing plan. 4.4. Identify and address barriers to attainment of marketing strategy outcomes.
5. Evaluate marketing	5.1. Secure customer reaction to all aspects of the marketing mix to

strategies and customer satisfaction.

guide future marketing activities.

5.2. Evaluate sales and service levels to determine opportunities for change and improve marketing activities to business or direct customers.

5.3. Evaluate sales and **marketing outcomes** to guide future product and service development, change and improvement.

5.4. Seek recommendations for improvement in performance in relation to specific marketing effort from staff and business customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - coordinate personnel
 - seek feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication:
- literacy and numeracy skills to:
 - read and understand business policy and procedures
 - read and interpret a range of written documentation
 - record and analyse data
 - conduct pricing
- research skills to investigate previous marketing campaigns and historical data
- management skills to:
 - plan marketing strategies consistent with principles and practices of marketing
 - develop effective segmentation, targeting and positioning strategies for a specific product based on available information
 - develop and implement marketing strategies and campaigns in an analytic and efficient manner

Required knowledge

- research methodologies
- principles and practices of marketing, including:
 - product development cycle

- price adjustment strategies
- segmentation, targeting and positioning
- appropriate marketing strategies for a range of products and specific markets
- determining customer needs, expectations and satisfaction levels
- business policy and procedures, in regard to:
 - marketing, sales, promotion and advertising
 - planning integration of development and maintenance functions
 - logistics
- relevant legislation affecting marketing activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to map how marketing strategies affect purchasing, inventory management, logistics, distribution, and sale of products and services
- completion of accurate customer profiles by product or service
- development of effective marketing strategies based on existing data
- accurate determination of market mix
- implementation of marketing strategies to achieve targets
- coordination and understanding of internal and external personnel implementing marketing strategy
- maintenance of customer satisfaction
- evaluation and review of marketing strategies to improve market share and profitability of specific products or services.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - business policy and procedures manuals
 - product or service information
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- a detailed case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:

- new and existing customers
- business customers
- end customers
- internal or external customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- customers with routine or special needs.

Market research information may be:

- electronic, e.g. database, intranet, virtual private network, ultranet, internet search
- written, e.g. newspapers, annual reports, Australian Bureau of Statistics reports
- visual media, e.g. videos, television news.

Elements of the ***business plan*** may include:

- sales
- marketing
- purchasing and procurement
- disposal
- human resources
- public relations
- contingency

Marketing strategies may vary according to:

- risk management
- environmental impact.
- product or service
- business relationships
- strategic imperative
- sales strategy
- promotional strategies and their duration, cycle, territory coverage and product or service focus demographics
- economics
- competition
- social and cultural factors
- political influences
- legal factors
- natural factors
- technology.

Resource requirements may include:

- people
- materials
- equipment and technology
- budget
- time.

Marketing mix may include:

- promotions
- product
- price
- place.

Monitoring marketing activities may include:

- market control
- market information
- market planning
- market structure
- market share.

Evaluating marketing strategies may include:

- location
- product and service mix
- packaging or presentation
- quality factors (time, cost, variations)
- access
- continuity.

Marketing outcomes may be mapped or measured against:

- key performance indicators
- strategic objectives
- market share

- price
- market and sales indicators
- brand value
- quality standards and criteria
- performance benchmarks
- milestones.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR005A Seize a business opportunity

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and initiate the realisation of a business opportunity.

Application of the Unit

This unit applies to retail managers or business owners who conduct business analysis of the factors influencing the products or services offered by the business, identify and evaluate business opportunities, and then seize viable business opportunity.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse environmental factors influencing products and services.	1.1.Determine opportunities for expanding professional knowledge of a market . 1.2.Initiate research to review demographics and consumer habits for a specific product or service. 1.3.Anticipate changes in market conditions . 1.4.Confirm business to business sales and supply goals and expectations. 1.5.Analyse relationships with suppliers and strengthen to enable business opportunities to be realised.
2. Identify a business opportunity.	2.1.Secure sources of information about business opportunities in line with business direction and goals. 2.2.Explore potential business applications for creative ideas and innovative approaches. 2.3.Encourage individual entrepreneurial spirit and attitudes and orient towards potential business applications.
3. Evaluate a business opportunity.	3.1.Investigate business opportunities to determine their market and financial viability. 3.2.Secure documents and records for existing customers to assess the suitability of a business opportunity. 3.3.Map suitability of a business opportunity against business plans , market expectations, and capacity to respond. 3.4. Evaluate a business opportunity for compatibility with current business activities and customer relationships. 3.5.Assess return on investment from a business opportunity by identifying and analysing risks, opportunities, costs and benefits. 3.6.Quantify potential non revenue advantages from a business opportunity. 3.7.Identify and assess relevant situational factors affecting the potential of a business opportunity. 3.8.Determine options for proceeding with a business opportunity.
4. Seize viable business	4.1.Determine viability of a business opportunity. 4.2.Gain approval for progressing a business opportunity according

opportunities. to ***business policy and procedures.***
4.3. Seize viable business opportunities.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to:
 - read and understand business policy and procedures
 - read and interpret a range of written documentation
 - determine market and financial viability of business opportunities
 - analyse data
- research skills to investigate and identify business opportunities
- analytical skills to conduct a risk assessment
- interpersonal skills to:
 - secure approval for viable business opportunities through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- marketing concepts and principles including:
 - techniques to identify and capture business opportunities
 - market trends and forecasts
 - marketing mix
 - market information, systems and research
 - product development cycle
 - price adjustment strategies
 - risk factors within specific markets
 - determining customer behaviour, needs, expectations and satisfaction levels
 - planning integration of development and maintenance functions
- business policy and procedures regarding:
 - job role and responsibilities
 - approval processes
 - logistics
- awareness of relevant industrial or legislative requirements, including Work Health and

Safety (WHS)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- performs quality investigative research on a range of business opportunities
- produces concise evaluative and analytic reports on a range of business opportunities
- advocates and secures support for business opportunities
- accurately reports on return on investment or other advantages to be secured through a business opportunity
- assesses and reports on success of realised business opportunities.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - business policy and procedures manuals
 - product or service information
 - strategic plans
 - business mission statement
 - information on the internal and external operating environment
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- a detailed case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Market may include:

- local
- national
- regional
- international.

Research may be carried out using:

- electronic media, e.g. database, intranet, virtual private network, ultranet, internet
- print media, e.g. newspapers, annual reports, ABS reports
- visual media, e.g. videos, television news.

Market conditions may vary according to:

- demographics
- economics
- competition
- social and cultural factors
- political influences
- legal factors
- natural factors
- technology.

Sources of information may include:

- contacts with others inside or outside the business
- customers
- staff
- publications
- business journals
- newspapers
- conferences and courses
- internet
- statistics
- observation
- market research.

Documents and records may

- contact history

include:

- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation
- records of authorised officers' decisions
- corporate credit card transaction statements
- records of supplier performance
- financial statements
- asset registers
- records of conversation.

Customers may include:

- new and existing customers
- internal or external customers
- business customers or individuals
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- customers with routine or special needs.

Business plans may include:

- sales
- marketing
- strategic
- business
- purchasing and procurement
- disposal
- human resource
- public relations
- contingency
- risk management
- environmental.

Evaluate a business opportunity may include:

- stakeholder consultation
- development of a business case
- modelling results
- cost-benefit analysis
- data analysis
- comparison of internal versus outsourced provision
- whether to buy or lease.

Non-revenue advantages for business may include:

- increased market share
- strategic objectives met

Relevant ***situational factors*** affecting business opportunities may include:

- positive brand value
- performance benchmarks achieved.
- market trends
- Australian and international standards
- industry standards
- performance indicators
- quality measures and criteria
- planning milestones and timeframes
- design brief
- approval processes
- manufacturer and supplier standards.
- strategic planning
- job role and responsibilities
- approval processes.

Business policy and procedures may relate to:

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR006A Manage promotional activities

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and manage promotional activities for a business, working with a business customer that will in turn service end consumers.

Application of the Unit

This unit applies to personnel who are responsible for management of promotional activities to agreed targets across a specified geographic, market, product or service. This includes setting planning and review benchmarks and establishing mechanisms to collect, analyse and report promotional program data to relevant personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage promotional program objectives and content.	1.1. Manage <i>promotional programs</i> to achieve consistent <i>business outcomes</i> . 1.2. Ensure promotional programs support price strategies. 1.3. Resolve timing <i>conflicts and problems</i> across promotional programs and advertising campaigns.
2. Coordinate promotional activities.	2.1. Achieve input from <i>relevant personnel</i> in preparation of promotional program. 2.2. Correctly establish required promotional program <i>outcomes</i> . 2.3. Establish processes for collecting and reporting <i>information</i> on promotional programs cooperatively with relevant personnel and <i>customers</i> .
3. Monitor promotional programs.	3.1. Configure specific business <i>systems</i> to record promotional program outcomes. 3.2. Systematically analyse and compare information on progress of promotional programs. 3.3. Configure business systems to record and report promotional program data to agreed level of detail and format.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Planning and management skills to:
 - manages, coordinates and monitors promotional activities
 - resolves timing conflicts
 - sets promotional plan review mechanisms
 - adheres to and achieves planned outcomes
 - establishes accurate reporting and recording systems
 - sets outcomes and targets covering:

- sales and service standards
- volume
- revenue and profit
- promotional budget (promotional costs and expenditure)
- customer satisfaction
- distribution arrangements
- market mix
- interpersonal skills to:
 - achieve input from relevant personnel through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - research, analyse and interpret a broad range of written material
 - prepare reports
 - documenting results
- numeracy skills to:
 - interpret and maintain data
 - estimate volume
 - calculate costs and pricing arrangements

Required knowledge

- processes for collecting and reporting information
- planned targets in:
 - strategy
 - business
 - sales
 - marketing or merchandise
- business technology and systems management using for marketing activities
- use and maintenance of electronic equipment
- planning and organising
- relevant commercial law and legislation in regarding to marketing and promotion

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently manages promotional plans to agreed targets over time across a specified geographic, market, product or service
- sets promotional planning and review benchmarks
- establishes procedures and mechanisms to collect, analyse and report promotional program data
- coordinates promotional activities to achieve agreed targets.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - business policy and procedures manuals
 - sales and service delivery targets and plans
 - records of sales
 - legislation and statutory requirements
 - industry codes of practice
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- a detailed case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Promotional programs may vary

- demographics

to accommodate territory variations in:

- economics
- competition
- social and cultural factors
- political influences
- legal factors
- natural factors
- technology.

Business outcomes must include:

- sales revenue
- price
- trade expenditure
- distribution
- promotion frequency
- category or market share
- account profit
- brand recognition.

Promotional **conflicts and problems** may relate to:

- timing of promotion
- promotion type (event, seasonal, new lines, new store)
- supplying volume requirements
- business customer planning times and cycles.

Relevant personnel may include:

- managers
- staff
- members of own or other work teams.

Details of required **outcomes** must include:

- sales and service standards
- volume
- revenue and profit
- promotional budget (promotional costs and expenditure)
- customer satisfaction
- distribution arrangements
- marketing mix
- market share.

Sources of information may include:

- contacts with others inside or outside the business
- customers
- staff
- financial and inventory reports
- statistics
- observation
- market research.

Customers may include:

- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Systems to record and report promotional program data may include:

- contact history
- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation
- records of supplier performance
- financial statements.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR007A Devise a strategic marketing plan

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collaboratively plan, implement and monitor strategic marketing for a wholesale business or business unit.

Application of the Unit

This unit focuses on the establishment of strategic marketing goals and performance indicators, including predicting trends, positioning products in the market, and implementing the plan in collaboration with relevant personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Set strategic marketing goals and performance indicators.	1.1. Analyse suggestions for adjustments or changes to marketing goals. 1.2. Develop strategic performance indicators to underpin marketing strategies by business unit or product area. 1.3. Formulate marketing guidelines by business unit or product area. 1.4. Differentiate market segments. 1.5. Develop new market entry strategies by market segment as required. 1.6. Collaboratively develop goals and performance indicators for a strategic marketing plan. 1.7. Identify key result areas and set key performance indicators for relevant components of the strategic marketing plan. 1.8. Determine resource requirements for a team to meet strategic marketing plan objectives or key performance indicators. 1.9. Ensure final strategic marketing plan conforms to, and assists achievement of, business and strategic planning objectives and projections.
2. Predict trends.	2.1. Monitor markets and analyse data according to marketing and business plans. 2.2. Prepare special market reports to agreed format, timing and level of detail. 2.3. Model and analyse market trends. 2.4. Anticipate market trends.
3. Position products and services to gain sustainable market advantage.	3.1. Develop market assessment measures to evaluate impact of forecasts on market demand. 3.2. Analyse future forecasts of market demand. 3.3. Analyse market position for the business in relation to major competitors. 3.4. Evaluate strategies best suited to enhance market advantages, within a product or service area, with particular reference to supply continuity, product and service mix, distribution, quality factors (e.g. time, cost, and variations), access and brand

- recognition.
- 3.5. Analyse potential competitors for the business's market position.
4. Maximise planning and monitoring frameworks.
- 4.1. Foster cooperation between different teams and operational areas to establish effective planning and monitoring frameworks for the marketing plan.
- 4.2. Coordinate meetings and incorporate input from **internal and external stakeholders** into the strategic marketing plan.
- 4.3. Set action plans and priorities for the strategic marketing plan.
- 4.4. Ensure opportunities and processes exist for informed decisions and adjustments to be made to marketing budgets and targets.
- 4.5. Manage development of the strategic marketing plan to meet the overall business planning cycle.
5. Implement the strategic marketing plan.
- 5.1. Develop policies and procedures for implementation and communication of strategic marketing plan.
- 5.2. Establish and apply approval process for amendment and replacement of key performance indicators within the strategic marketing plan.
- 5.3. Establish action planning processes and procedures.
- 5.4. Establish **mechanisms** to monitor, report and evaluate attainment of key performance indicators and key result areas.
- 5.5. Submit recommendations to improve information management, collection and analysis relating to strategic marketing plan implementation to relevant executive managers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- achieve sustainable market positioning
- set performance indicators
- goal setting, prediction of trends, coordination and development of marketing plan measuring trends and their impact on planned outcomes
- set strategies that best advance specific products or services within a given market context and timeframe
- identify and correctly use software and technology
- awareness of relevant industrial or legislative requirements
- recommend improvement to marketing plan, measures and planning processes
- interpersonal communication skills to:
 - communication clearly and directly
 - ask questions to identify and confirm requirements

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication

Required knowledge

- techniques and procedures for researching (for goal-setting and performance indicators) and analysing key elements of a plan
- positioning products for sustained market advantage
- current market performance of a business and specific products and services
- collection and organisation of appropriate information
- business policy and procedures
- planning techniques
- team leadership and collaborative techniques
- decision-making techniques
- collaborative problem-solving strategies
- approval processes and key personnel
- WHS aspects of job
- relevant commercial law and legislation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses and interprets reliable and current information to predict trends and set marketing goals
- aligns marketing strategies and key performance indicators with strategic and business plans
- develops and implements processes and mechanisms to monitor marketing strategies
- utilises collaborative and consultative processes when developing a marketing plan
- develops realistic plans for achieving sustainable market positioning for a service or product
- completes an approved marketing strategy for a business service or product.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:

- business policy and procedures manuals
- sales and service delivery targets and plans
- records of sales
- strategic plans
- information on the internal and external operating environment
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- research reports
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Marketing goals may vary according to:

- agreed procurement process
- business culture
- current market position
- merchandise and product range
- pricing, labelling and packaging requirements
- product range.

Strategic performance indicators may relate to:

- business unit, for example:
 - team
 - function
 - sales revenue
 - location
 - promotion frequency
- product area, for example:

- category
 - brand
 - market segment
 - brand recognition
 - distribution.
- Marketing guidelines** may vary to accommodate territory variations in:
- business products or services
 - demographics
 - economics
 - competition
 - social and cultural factors
 - political influences
 - legal factors
 - natural factors
 - technology.
- Market** may be:
- local
 - national
 - regional
 - international.
- Resource requirements** may include:
- people
 - materials
 - equipment and technology
 - budget
 - time.
- Team** members may:
- come from a variety of social, cultural or ethnic backgrounds
 - vary in literacy and numeracy skills
 - vary in competencies.
- Strategic planning objectives** may relate to:
- technology
 - time management
 - standards of work
 - quality
 - quantity
 - human relations, personal development
 - legal issues
 - internal and external operating environments
 - implementation of policies and procedures
 - development and communication of ideas
 - development of product and service provision
 - problem solving

	• financial control and accounting • profits • management systems • inventory control • loss prevention.
Monitoring markets may include:	• market information • market planning • market structure • market share
Methods used to analyse data may include:	• qualitative • quantitative.
Modelling of market trends may take into account:	• relevant business policy and procedures • relevant legislation and statutory requirements • type of products and services provided • size, type and location of business • business merchandise range • characteristics of specific products or services • customer demographics • customer confidence and expectations.
Market assessment may include:	• structure of and 'players' in the market • market capability • market maturity • market strength • factors and conditions that affect supply • potential impact of intended contracting activity.
Internal and external stakeholders may include:	• staff members • teams • management • other professional or technical staff • suppliers • relevant external consultants.
Mechanisms to monitor, report and evaluate results may include:	• contact history • purchase requests and orders • tender submissions and proposals • invoices and payment requests • statements and petty cash vouchers • offer and contract documents • evaluation process documentation

- records of supplier performance
- financial statements.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR008A Implement advertising and promotional activities

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement advertising and promotional activities to promote the sale of products and services provided to wholesale business customers.

Application of the Unit

This unit applies to personnel involved in the targeting of advertising and joint promotional programs to promote the sale of products and services. It encompasses analysis of previous activities, organising and coordinating new activities and evaluating the success of the activities.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse previous promotional activities.	1.1. Analyse historical data on previous advertising and promotional activities . 1.2. Assess relevant forecasts and trends required for setting advertising and promotional plans.
2. Organise advertising and promotions.	2.1. Manage and implement advertising and promotional activities according to business policy and procedures . 2.2. Organise promotional activities in line with anticipated or researched customer requirements . 2.3. Negotiate arrangements with suppliers in regard to special promotional activities. 2.4. Coordinate promotional activities to maximise mutual benefits . 2.5. Develop evaluation procedures and tools to measure the effectiveness of promotions (including the programs and customer response). 2.6. Document promotional activities and record for future reference. 2.7. Set targets for advertising campaign.
3. Coordinate implementation of advertising campaigns.	3.1. Coordinate personnel involved in advertising campaign. 3.2. Confirm timing for advertising campaign. 3.3. Develop design brief for advertising and marketing. 3.4. Plan support materials and resources . 3.5. Identify resource constraints for advertising and marketing. 3.6. Coordinate production of advertising material and review proofs against the design brief. 3.7. Initiate advertising campaign on time, according to business brief. 3.8. Establish systems for recording and reporting information to enable internal and external personnel to assess the progress of advertising campaigns.
4. Coordinate joint promotional programs.	4.1. Contact relevant business customers to establish joint objectives and content for promotional plans. 4.2. Identify seasonal or special opportunities for joint promotional

- programs.
- 4.3. Identify support materials required for joint promotional programs within required timeframe.
 - 4.4. Analyse and report impact of promotional activities on inventory levels.
 - 4.5. Advise suppliers and customers in a timely manner on promotional activities and targets.
5. Evaluate success of advertising and joint promotional activities.
 - 5.1. Evaluate and report success of joint promotions.
 - 5.2. Evaluate **success** of advertising campaign against targets.
 - 5.3. Achieve maximum customer impact by supporting promotional activities.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - negotiate arrangements with suppliers
 - coordinate personnel
 - contact customers
 - advise suppliers and customers of promotional activities and targets through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information and give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- research and analytical skills to:
 - collect, analyse and organise information
 - investigate previous marketing campaigns and historical data
- literacy and numeracy skills to:
 - read and understand business policy and procedures
 - read and interpret a range of written documentation
 - record and analyse data
 - conduct pricing
 - setting targets
- management skills to:
 - develop and implement marketing strategies and campaigns in an analytic and efficient manner
 - establish systems for recording and reporting information for use by others to assess

progress of advertising campaigns

- coordinate multiple players in joint promotional campaigns
- develop and use strategies to evaluate success of promotional activities

Required knowledge

- awareness of advertising events and relevant customers to be contacted
- advertising and promotional plans
- historical data on promotional programs
- previous coordination requirements for campaigns, promotions and advertising activities
- target measurement and evaluation techniques
- factors determining success of joint advertising and promotional programs
- relevant business policy and procedures
- identification, correct use and maintenance of workplace technology
- Work Health and Safety (WHS) aspects of job
- logistics
- relevant commercial law and legislation relating to advertising and promotional activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements successful advertising and promotional campaigns according to business policy and procedures
- applies analysis and evaluation of previous promotional activities completed for products and services when planning future promotions, within a defined market and time period
- organises and coordinates individual and joint advertising and promotional programs in a satisfactory and timely manner to meet agreed performance targets
- accurately determines the impact of promotional program on inventory levels.
- Assessment must ensure access to:
 - a real or simulated work environment
 - relevant documentation, such as:
 - business policy and procedures manuals

Context of and specific resources for assessment

- sales and service delivery targets and plans
- records of previous promotional activities
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- review of portfolio of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Historical data may include:

- regional-specific buying behaviour
- demographics
- market characteristics
- social factors
- behavioural factors
- psychographic factors, e.g. lifestyle profiles.

Advertising and promotional activities may include:

- manufacturer product or service campaigns
- loyalty programs
- catalogue offers
- vouchers
- seasonal campaigns
- events
- new lines
- new store
- sales discounts
- special displays.

Forecast and trend information

- database or internet searches

may be collected by:

- telephone
- fax
- mail
- verbal meetings.

Business policy and procedures may relate to:

- market forecasting and research
- maintaining and utilising client records
- promotional and marketing programs
- evaluation of promotional and marketing programs
- sale and supply of products and services
- interpersonal communication
- interaction with customers.

Customer requirements may include:

- brand
- warranty
- storage
- stock availability
- product range
- information on features and benefits of products
- value for money
- method of delivery
- progress tracking of order.

Mutual benefits may include:

- joint promotions
- special events support
- price
- gross profit margins
- collaborative planning
- co-branding
- improved trading terms.

Evaluation procedures and tools to measure promotional outcomes may include:

- stakeholder consultation
- modelling results
- cost-benefit analysis
- data analysis.

Personnel may include:

- internal or external personnel
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- people from a range of job roles and responsibilities
- specialist technical staff.

Design brief may include:

- plans or documents developed by hand
- plans or documents developed using appropriate

	computer software.
Support materials and resources may include:	• merchandising and promotional materials • personnel • uniforms • payments • consumables • transportation • gifts or vouchers.
Advertising material may vary to accommodate regional variations in:	• demographics • economics • competition • social and cultural factors • political influences • legal factors • natural factors • technology.
Systems for recording and reporting information may be:	• manual • electronic • automated • scheduled.
Joint objectives will vary based on:	• product, range, line, or category performance requirements • objectives such as those for price, profit, brand share, market share.
Success may be evaluated against:	• key performance indicators • strategic objectives • price • market and sales indicators • brand value • quality standards and criteria • performance benchmarks • milestones.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXPRO401 Maximise sales of branded products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXPRO001A Maximise sales of branded products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure a business maximises service and sales of branded products using traditional or electronic sales and distribution mechanisms.

It covers setting sales objectives, developing promotional strategies, monitoring sales and ensuring outcomes are achieved.

Application of the Unit

This unit applies to store managers and senior staff with a responsibility to develop strategies and objectives to ensure sales of branded products meet business targets.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Set and communicate sales objectives to meet targets.	1.1.Determine targeted <i>business outcomes</i> for <i>branded</i> products and services. 1.2.Determine factors causing variations in sales figures for branded products. 1.3.Determine specific branded product needs with <i>customer representatives</i> . 1.4.Adjust sales plan for specific branded products to meet <i>customer or market needs</i> . 1.5.Set <i>sales objectives</i> to achieve business outcomes. 1.6.Communicate sales objectives for branded products or services to sales and service <i>staff</i> .
2. Promote brands and monitor sales.	2.1.Develop <i>commercial promotion strategies</i> for branded products consistent with budget, market share, performance against previous periods, sales strategies and marketing plans. 2.2.Establish frameworks to review and monitor sales objectives for branded products. 2.3.Check sales <i>reports</i> for branded products, according to <i>business policy and procedures</i> .
3. Ensure sales of branded product deliver business outcomes.	3.1.Analyse factors limiting the success of sales strategies for branded products. 3.2.Achieve sales objectives and targets in business and marketing plans. 3.3.Achieve business outcomes for products or services.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

- ask questions to identify and confirm requirements
- communicate sales to staff through clear and direct communication
- determine specific branded product needs
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - access and interpret client and sales information
 - calculate sales figures
 - estimate and project sales figures to set sales objectives
 - generate reports
 - read business policies and procedures
- planning and organisation skills to plan and prioritise product promotion

Required knowledge

- brand value and brand penetration in marketplace
- comparative features and advantages of a brand
- factors limiting the success of sales strategies
- market share and current performance
- work health and safety (WHS) aspects to job
- range of products and services
- relevant commercial law and legislation relating to the sale of branded products
- relationship between sales of branded product and business outcomes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops sales objectives to achieve set business outcomes, according to business policy
- develops and monitors sales strategies for branded products in line with business policy and procedures
- communicates sales objectives and strategies to colleagues
- monitors and evaluates team sales performance and market requirements to maximise future sales
- compiles and reports summary information on sales performance to relevant personnel when appropriate.

Context of and specific resources for

Assessment must ensure access to:

assessment	• a retail work environment • relevant sources of product information • relevant documentation, such as: • policy and procedures manuals • sales reports • a range of customers with different requirements • a sales team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Business outcomes</i> may include:	• brand value • key performance indicators • market and sales indicators • milestones • performance benchmarks • price • quality standards and criteria • strategic objectives.
<i>Brand</i> may include:	• company brands • intellectual property • product brands • registered trademarks • supplier brands.

Customer representatives may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Customer or market needs may vary according to:

- competition
- demographics
- economics
- legal factors
- natural factors
- political factors
- social and cultural factors
- technology.

Sales objectives may vary according to:

- merchandising or sales strategy
- product or service
- promotional strategies and their duration, cycle, territory coverage and product or service focus
- sales.

Staff may include:

- full-time, part-time casual or contract staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions
- people with varying degrees of language and literacy.

Commercial promotion strategies may include:

- approvals process
- consultation with key stakeholders
- contractual arrangements
- expenditure budget
- performance indicators
- procurement process.

Reports may include:

- annual
- electronic
- internal or external
- public notification
- statistical
- verbal.

Business policy and procedures may relate to:

- approval processes
- interaction with customers
- negotiating contracts and trading terms
- promotional and marketing programs
- sale and supply of products and services.

Unit Sector(s)

Cross-Sector

Competency Field

Product Management

SIRXPRO002A Implement product recalls

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to initiate and implement product recalls for a retail or wholesale business in compliance with legislative obligations and according to risk management principles.

Application of the Unit

This unit involves applies to personnel who are responsible for receiving and interpreting customer complaints, assessing and communicating risk-related information to supervisors, staff, external stakeholders and business customers, and managing the recall process for a worksite or recall activity according to company policy and relevant legislation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Respond to customer problems that may require product recall.	1.1.Record details of complaint using <i>appropriate communication techniques</i>. 1.2.Determine preliminary assessment of risk to public health and safety. 1.3.Inform senior management of potential risk to public health and safety according to company <i>recall procedures</i>. 1.4.Immediately inform manufacturer or vendor of complaint as required by organisational policy. 1.5.Withdraw any products determined to pose immediate risk to public health and safety from sale according to company recall procedures. 1.6.Inform relevant public and industry <i>product recall bodies</i>, on confirmation of risk.
2. Respond to initial enquiries to clarify nature of product risk.	2.1.Detail process for determining risk and role of relevant public and industry product recall bodies. 2.2.Investigate and ascertain nature of risk and <i>report</i> to relevant public and industry product recall bodies.
3. Respond to initial enquiries to clarify nature of product risk.	3.1.Administer <i>product recall activities</i>, according to company and legislative procedures. 3.2.Complete recalls effectively within set time constraints. 3.3.Establish instructions for recall procedures and contingencies in a timely and efficient manner.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to record and report all actions
- analytical and decision-making skills to determine response to customer complaint

- planning and organisational skills to administer product recall activities
- interpersonal skills to:
 - communicate with internal and external parties, including consumer groups, media, government bodies, business customers and supplier and individual consumers, including thorough, clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- Australian Standards and Food Standards Australia New Zealand requirements for product recall procedures
- correct reporting procedures
- recall process
- public liability obligations
- implications of differing contract types and contexts
- consumer groups and representative bodies
- relevant government agencies
- relevant commercial law and legislation
- rights and responsibilities of all parties
- transport, storage and disposal of recalled products
- Australian Competition and Consumer Commission (ACCC) provisions
- information sources on product and supply arrangements for customers
- business policy and procedures affecting job role or function
- Work Health and Safety (WHS) aspects of job

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- responds to customer complaints in a positive and timely fashion in line with confidentiality requirements, company policy and relevant legislation
- interprets and communicates information to customers, supervisors, staff, external stakeholders

and business customers

- identifies and accesses relevant and accurate information to evaluate potential risks
- responsibly and effectively manages recall process for a worksite or recall activity according to company policy
- organises, plans or completes recall and withdrawal procedures to recall notices initiated by business, manufacturer or government.

Context of and specific resources for assessment

Assessment must ensure access to:

- a sales-oriented work environment
- relevant sources of product information
- relevant documentation, such as:
 - policy and procedures manuals
 - relevant legislation and guidelines.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Appropriate communication techniques may include:

- using appropriate, open and inclusive language
- using languages other than English including local community languages, Indigenous languages and visual languages such as sign language
- speaking clearly and concisely
- non-verbal communication.

Recall procedures and standards

- those outlined by Food Standards Australia New

include:

Zealand, trade practices legislation and procedure manuals

- business operating procedures
- relevant Australian Standards for product manufacturer, maintenance, storage, transportation, handling or sale.

Product recall bodies may include:

- recall coordinating committee
- manufacturer or industry recall committee
- Australian Competition and Consumer Commission
- Food Standards Australia New Zealand
- Australian Food Council
- Grocery Manufacturers of Australia
- retail, wholesale and distribution bodies
- federal and state or territory bodies, including those responsible for health, consumer affairs, industry, science and tourism.

Reports may include:

- risk assessment report
- customer complaint
- nature of contamination
- nature of complaint
- characteristics of product: fresh food, long-life, grocery, general merchandise, chilled, packaged, unpackaged
- police report.

Product recall activities may include:

- timing
- warnings
- insurance issues
- consultation with key stakeholders
- organising logistics
- reporting compliance
- claim procedures on recalled products
- legal requirements
- approvals obtained
- impact on business relationships and contractual arrangements.

Unit Sector(s)

Cross-Sector

Competency field

Product Management

SIRXPRO003A Review product or service performance

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to review the performance of retail or wholesale products or services as part of continuous improvement.

Application of the Unit

This unit applies to personnel who are responsible for internal and external research in order to confirm market opportunities. It includes accessing product or service opportunities and monitoring performance of those products or services.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct internal research on current retail or wholesale business position.	1.1. Compare <i>strategic goals and performance indicators</i> with actual performance. 1.2. Compare <i>forecasts</i> for a range of future products and services. 1.3. Compare forecasts for future products and services with performance of current range.
2. Conduct external research on current business position.	2.1. Ascertain business performance in the marketplace using best available and reliable <i>indicators</i> . 2.2. Collect and analyse <i>information</i> on current business performance from business partners.
3. Assess opportunities for new products and services.	3.1. Assess information about emerging products and services. 3.2. Check information about emerging products and services with <i>internal staff and supplier personnel</i> . 3.3. Assess and compare shifts in demand for current products and services. 3.4. Factor information about emerging products and services into <i>plans</i> . 3.5. Adjust marketing plans and sales strategies to reflect emerging customer demands and changing market demographics.
4. Monitor product and service performance.	4.1. <i>Analyse performance</i> of products and services. 4.2. Initiate changes to range based on current performance of products and services. 4.3. Discuss and review analysis of business performance with relevant <i>internal and external personnel</i> . 4.4. Review of retail or wholesale products and services to accurately monitor business success.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skill

- interpersonal skills to:
 - check information with business and supplier personnel
 - discuss and review analysis of business performance with relevant internal and external personnel through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - read and interpret a range of business documentation
 - access and interpret client and sales information
 - calculate figures
 - generate reports
 - research and analyse internal and external factors that affect current business position
 - estimate and project sales figures to set sales objectives
- management skills to strategise, plan and prioritise market opportunities

Required knowledge

- current business position
- opportunities for new products
- business performance over time
- rationale for current products and services
- product and service performance analysis techniques
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the following is essential:

- researches and assesses opportunities for new products or services against performance of current products or services
- monitors, evaluates and reports on product or service performance over a period of time
- liaises with suppliers and other business partners to prepare up-to-date and accurate data on product or service performance for consideration within planning processes

	• produces concise reports to convey information regarding product or service performance to relevant personnel according to business policy.
Context of and specific resources for assessment	Assessment must ensure access to: • a sales-oriented work environment • information on: • markets • competitors • products and services • suppliers • relevant documentation, such as: • policy and procedures manuals • sales reports • a range of customers with different requirements.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

The development of ***strategic goals and performance indicators*** may include:

- consultation with key stakeholders
- budget considerations
- procurement processes
- approval processes
- contractual arrangements.

Forecasts may vary with:

- product or service
- merchandising and sales strategy
- promotional strategies and their duration, cycle, territory coverage and product or service focus.

Indicators may be accessed via:

- Australian Bureau of Statistics
- competitor information
- annual reports
- trade publications
- field reports
- stock market analyses.

Sources of **information** may include:

- verbal communication, including face to face, telephone, internet and radio
- written communication such as data exchange, letters, e-mails
- feedback.

Internal staff and supplier personnel may include:

- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Plans may include:

- strategic business plans
- marketing
- promotional
- sales strategies
- purchasing and procurement
- disposal
- human resources
- public relations
- contingency
- risk management
- environmental.

Mechanisms to **analyse performance** of products and services may include:

- contact history
- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation

Internal and external personnel
may include:

- records of supplier performance
- financial statements.
- specialist contacts
- employees
- supervisors
- store manager
- area manager.

Unit Sector(s)

Cross-Sector

Competency field

Product Management

SIRXPRO504 Maximise product sales and market share

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXPRO004A Maximise product sales and market share.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and improve market share and sales performance for retail or wholesale products and services.

It involves identifying, evaluating and using position, promotion and pricing strategies to achieve agreed business outcomes; and recognising and communicating ways to improve market performance for a retail or wholesale product or service.

Application of the Unit

This unit applies to management and senior staff responsible for applying strategies to sustain and grow retail or wholesale businesses.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse retail or wholesale product and service performance.	1.1. Review and analyse <i>factors affecting category performance</i> and identify potential for improvement. 1.2. Analyse factors affecting range performance and identify potential for improvement. 1.3. Analyse factors affecting product performance and identify potential for improvement.
2. Assess retail or wholesale market position strategies.	2.1. Determine placement of product or service in the marketplace. 2.2. Review appropriateness of <i>sales and marketing strategies</i> given placement of product or service in marketplace, and identify potential for improvement.
3. Assess product and service promotion strategies.	3.1. Review <i>promotional strategies</i> for products or services and identify potential for improvement. 3.2. <i>Report</i> recommendations to improve promotional programs to <i>relevant personnel</i> .
4. Develop competitive pricing structures.	4.1. Translate strategic guidelines for product or service price and performance into management benchmarks. 4.2. Ensure that strategic targets for products or services support enterprise marketing guidelines.
5. Implement retail or wholesale product and service plans.	5.1. Analyse and identify <i>market and individual customer needs</i> . 5.2. Promote, distribute and sell retail or wholesale products or services to achieve <i>market and business targets</i> . 5.3. Achieve price, position and placement strategies for a retail or wholesale product or service.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

- ask questions to identify and confirm requirements
- report recommendations through clear and direct communication
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - access and interpret marketing and promotional information
 - analyse and evaluate information
 - generate reports
 - read a range of workplace documentation
- initiative and enterprise skills to strategise, plan and prioritise
- planning and organising skills to collect and organise information

Required knowledge

- factors affecting product and service performance
- work health and safety (WHS) requirements relating to job role
- organisational marketing guidelines that inform the development of product and service plans
- organisational scope of business, mission, values and goals
- principles and techniques in analysis, assessment, development and implementation of ideas
- processes for defining market and customer needs

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- determines market position of a product or service, and describes factors affecting market position
- accesses and interprets enterprise strategic guidelines to develop competitive pricing strategies
- describes factors affecting sales and market performance for a product or service to build market share over time
- evaluates product or service performance across a range of category factors over time and reports recommendations to improve performance in agreed format.

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant sources of product information • relevant documentation, such as: • policy and procedures manuals • sales reports • marketing guidelines • a range of products and services • a market.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Factors affecting category performance</i> may include:	• brand performance • competitors' activities • growth • market share • partnerships • price • promotional activities • trends.
<i>Sales and marketing strategies</i> may vary according to:	• merchandising and sales strategy • product or service • promotional strategies and their duration, cycle, territory

- coverage, and product or service focus
- sales outcomes.
- Promotional strategies** may include consideration of:
 - planning times and cycles
 - promotion type, including:
 - events
 - seasonal promotions
 - new lines
 - new outlets
 - supply volume requirements
 - timing of promotion.
- Reports** may be delivered:
 - in groups
 - in writing
 - individually
 - verbally.
- Relevant personnel** may include:
 - business or area manager
 - colleague
 - external personnel with marketing expertise
 - supervisor
 - marketing personnel.
- Market and individual customer needs** may vary according to:
 - competition
 - demographics
 - economics
 - legal factors
 - natural factors
 - political influences
 - social and cultural factors
 - technology.
- Market and business targets** may be measured against:
 - brand value
 - key performance indicators
 - market and sales indicators
 - milestones
 - performance benchmarks
 - quality standards and criteria
 - strategic objectives, such as increased sustainability.

Unit Sector(s)

Cross-Sector

Competency Field

Product Management

SIRXPRO005A Manage distribution processes

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage distribution relationships to ensure supply from a retail or wholesale business meets operational and customer requirements.

Application of the Unit

This unit applies to personnel who manage the distribution process for supply. It includes consideration of purchasing arrangements, monitoring and reviewing supplier relationships and agreements together with the quality control of supply and distribution.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage purchasing agreements with business customers.	1.1. Review <i>distribution and supply agreements</i> with business customers to ensure they are legally enforceable. 1.2. Amend existing supply and distribution agreements to meet agreed <i>business customer and end consumer needs</i> . 1.3. Negotiate new supply and distribution agreements according to <i>business policy and procedures</i> and <i>legal requirements</i> . 1.4. Implement supply and distribution agreements to achieve agreed <i>business and customer objectives</i> . 1.5. Communicate supply and distribution licences and agreements to <i>relevant personnel</i> .
2. Monitor supply arrangements with business customers.	2.1. Set measures and determinants of effective supplier relationships between the retail or wholesale business and <i>customers</i> . 2.2. Monitor ability of retail or wholesale business to meet obligations under supply and distribution agreements. 2.3. Determine satisfaction of customers with supply and distribution of retail or wholesale products and services. 2.4. Investigate customer complaints or reported problems with supply and distribution systems. 2.5. Resolve reported problems or customer complaints with supply and distribution systems and remove root causes.
3. Introduce product range.	3.1. Inform <i>managers and staff</i> of new product ranges and advise of preferred location of merchandise. 3.2. Implement staff <i>training</i> in product knowledge to introduce product range. 3.3. Demonstrate or display new product ranges to staff according to business <i>merchandising plan</i> .
4. Monitor quality control of supply and distribution.	4.1. Establish merchandise quality standards with <i>suppliers</i> according to legal requirements, customer requirements and business policy. 4.2. Monitor and ensure quality of merchandise during supply, manufacture and delivery processes. 4.3. Record stock return figures and analyse against target figures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skill

- planning and management skills to develop, implement and monitor contracts and agreements
- literacy and numeracy skills to:
 - collect and organise information
 - interpret a range of workplace documentation
 - access and interpret supply and distribution information
 - generate reports
 - maintain distribution records and information
- analytical skills to evaluate information
- interpersonal skills to:
 - negotiate supply and distribution agreements
 - report and resolve customer complaints
 - inform managers and staff of new products and how best to promote them through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- business purchasing and distribution practices and procedures
- legal considerations
- range decisions and practices
- existing supply and distribution agreements
- quality standards relating to:
 - merchandising
 - supply
 - products
 - customer service
- ethical practices affecting purchasing agreements
- risk management
- principles and techniques in analysis, assessment, development and implementation
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- negotiates and executes supply and distribution agreements according to business policy and legal requirements
- ensures distribution processes comply with obligations under distribution and license agreements and relevant legislation
- responds to customer complaints and supply and distribution problems promptly according to business policy and procedures
- reviews distribution processes and supply agreements to ensure continuous improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail or wholesale work environment
- relevant sources of product information
- relevant information and documentation, including:
 - business policy and procedures
 - relevant legislation and statutory requirements
 - industry codes of practice
 - supply and distribution data
- business customers with a range of supply and distribution needs.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Distribution and supply agreements may include:

- delivery of products
- provision of services
- maintenance and support agreements
- leasing agreements and consultancies
- research and development.

Business customer and end consumer needs may vary according to:

- demographics
- economics
- competition
- social and cultural factors
- political influences
- legal factors
- natural factors
- technology.

Business policy and procedures may relate to:

- supply and distribution of merchandise
- interacting with customers
- approval processes
- negotiating supply and distribution agreements.

Legal requirements may include:

- industry codes of practice
- transport, storage and handling of goods
- contract law
- Trade Practices and Fair Trading Acts
- pricing procedures, including inclusion or exclusion of GST.

Business and customer objectives may relate to:

- time management
- standards of work
- quality
- quantity
- observance of policy and procedures
- meeting legislative requirements
- financial control
- inventory control
- risk management

- Relevant personnel** may include:
- loss prevention.
 - manager or supervisor
 - colleagues
 - business or area manager
 - internal or external logistics personnel
 - business customer contacts
 - end consumers.
- Customers** may include:
- new or repeat contacts
 - internal or external contacts
 - customers with routine or special requests
 - local, regional, interstate or international customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Managers and staff** may include:
- full-time, part-time or casual or contract staff
 - staff under contract
 - people with varying degrees of language and literacy
 - people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions.
- Training** may include:
- formal or informal training
 - coaching or mentoring
 - informational seminars
 - written information.
- Merchandising plan** may relate to:
- business culture
 - current market position
 - merchandise and product range
 - pricing, labelling and packaging requirements.
- Suppliers** may be:
- local or overseas
 - existing or new contacts
 - internal or external.

Unit Sector(s)

Cross-Sector

Competency field

Product Management

SIRXPRO006A Forecast product performance

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge requires to forecast and review trends and developments that may affect operational and sales performance.

Application of the Unit

This unit applies to personnel who are responsible for collecting and analysing information on product or service performance to prepare accurate forecasts for a range of retail or wholesale products, services or markets, and to develop and report recommendations for improvement to relevant personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Forecast trends and developments affecting operations.	1.1. Project future trends and developments affecting retail or wholesale operations using accurate, current <i>information</i>. 1.2. Determine and access new sources of relevant forecast information. 1.3. Evaluate impact of future trends and developments on operations. 1.4. Regularly review <i>new technology</i> for possible business applications. 1.5. <i>Report</i> results from <i>analysis of forecasts</i> using qualitative and quantitative measures.
2. Review forecasts.	2.1. Review forecasts in a timely and accurate manner. 2.2. Isolate and analyse trends and patterns across a number of forecasts. 2.3. Report updated forecasts to <i>relevant personnel</i>. 2.4. Report recommendations for action based on forecasts and <i>available information</i> to relevant personnel.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- planning and management skills to develop, implement and monitor contracts and agreements
- literacy and numeracy skills to:
 - collect and organise information
 - interpret a range of workplace documentation
 - access and interpret supply and distribution information
 - generate reports
 - maintain distribution records and information
- analytical skills to evaluate information

- interpersonal skills to:
 - negotiate supply and distribution agreements
 - report and resolve customer complaints
 - inform managers and staff of new products and how best to promote them through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication

Required knowledge

- business purchasing and distribution practices and procedures
- legal considerations
- range decisions and practices
- existing supply and distribution agreements
- quality standards relating to:
 - merchandising
 - supply
 - products
 - customer service
- ethical practices affecting purchasing agreements
- risk management
- principles and techniques in analysis, assessment, development and implementation
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- collects and analyses relevant information to prepare accurate and timely performance forecasts over time, across a range of retail or wholesale products and services or markets
- reviews and evaluates accuracy of a range of forecast information to identify and report performance trends for a range of retail or

wholesale products or services in an accurate and timely manner

- identifies and utilises a range of accurate measures to determine and communicate forecast recommendations to relevant personnel.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail or wholesale work environment
- relevant sources of product performance information
- relevant documentation, such as:
 - policy and procedures manuals
 - sales reports
- a range of products and services
- a market.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Information may include:

- competitor information, e.g. annual reports, trade publications, field reports and stock market analyses
- product or service review information
- Australian Bureau of Statistics statistical information
- market analysis information
- customer surveys

New technology may include:

- product and service reviews
- sales reports.
- point of sale terminals
- electronic bar coding equipment for price labelling and stocktaking
- portable data entry
- printers
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- personal computers and peripheral devices
- specialist software applications
- online technologies.

Reports may be delivered:

- verbally
- in writing
- in groups
- individually.

Analysis of forecasts may involve:

- response times
- scalability
- traffic
- customer demographics
- customer confidence
- customer expectations
- structure of and 'players' in the market
- market capability
- market maturity
- market strength
- factors or conditions that may affect supply
- potential impact of intended contracting activity.

Relevant personnel may include:

- manager or supervisor
- colleagues
- business or area manager
- specialist internal or external personnel.

Available information may include:

- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers

- offer and contract documents
- evaluation process documentation
- records of authorised officers' decisions
- corporate credit transaction statements (electronic data interchange)
- records of supplier performance
- financial statements
- asset registers
- records of conversation.

Unit Sector(s)

Cross-Sector

Competency field

Product Management

SIRXPRO007A Improve supply and distribution chains

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and implement ways to improve supply and distribution chains for a retail or wholesale business.

Application of the Unit

This unit applies to personnel who are responsible for identifying, evaluating and implementing ways to continuously review and improve the supply and distribution of products or services for a retail or wholesale business. It includes maintaining continuity of supply whereby inventory can meet requirements for production, sales, distribution and service commitments provided to another business or directly to the end customer.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm features of specific supply chains.	1.1.Determine position of the business in the supply chain. 1.2.Analyse features and impact of <i>business relationships</i> with <i>suppliers</i> to the business. 1.3.Establish <i>benchmarks</i> of supply chain efficiency.
2. Maintain information on suppliers.	2.1.Obtain and store <i>information on suppliers</i> of products and services to a retail or wholesale business according to <i>business policy and procedures</i> . 2.2.Update and regularly review information on suppliers of products and services to a business. 2.3. <i>Store information</i> on nature and feature of business relationship with suppliers to a retail or wholesale business and report, according to confidentiality, security, and business requirements.
3. Review distribution arrangements.	3.1.Review, compare and analyse sales, customer satisfaction and performance reports. 3.2.Review factors affecting supply of retail or wholesale products and services.
4. Devise policy and procedures for distribution and supply.	4.1.Establish policy and procedures for supply and distribution to business customers and end consumers. 4.2.Establish procedures to collect and analyse information on distribution chain management.
5. Forecast future contingencies affecting supply chain management.	5.1.Analyse forecasted market demand to confirm future requirements. 5.2.Communicate forward supply needs for the business to suppliers according to policy and contract provisions. 5.3.Confirm factors affecting forward purchasing and supply arrangements. 5.4.Set standards for supply of products and services to the business in qualitative and quantitative terms. 5.5.Communicate procedures for enforcing quality of supply to the business to relevant internal and external personnel.
6. Improve supply and distribution chain	6.1.Evaluate supply chain against agreed benchmarks and overall

effectiveness.

impact on business performance.

6.2. Benchmark comparative performance of supply chain against best in class or competitors.

6.3. Assess **factors affecting future distribution and supply** of products.

6.4. Make recommendations to relevant personnel to respond to opportunities for improvements in customer supply and distribution relationships.

6.5. Confirm impact of proposed improvements to supply and distribution activities against budget and operational plans.

6.6. Use prevailing trading terms to enhance supply and distribution chain management.

6.7. Generate reports on business relationships with suppliers to the business using available business technology and agreed measures.

6.8. Complete **reports** to **relevant personnel** (internal and external to operational unit) to promote recommended implementation of improvement to supply and distribution chain.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - communicate forward business needs to suppliers
 - communicate procedures to relevant internal and external personnel through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - interpret a range of workplace documentation
 - access and maintain information on suppliers
 - generate reports and recommendations for supply and distribution chain improvement to relevant personnel
- analytical skills to collect, organising and evaluate information
- management skills to:
 - implement benchmarks of supply chain efficiency
 - devise effective policy and procedures

Required knowledge

- relevant business policy and procedures
- principles and techniques in analysis, assessment, development and implementation
- approval processes and key personnel
- supply cycle
- supply chain for business and typical supply chain models used in different industry sectors and businesses
- procedures for collecting and analysing distribution chain management
- position of the business in the supply chain
- factors affecting supply and distribution management
- work and team priorities
- current forecasts and trends
- market information and data collection
- sales plans
- principles and techniques for measuring supply chain efficiency and quality standards
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- evaluates and seizes opportunities to improve supply chain for a product or service within an operational context
- identifies and understands a range of current and emerging supply chain management models
- applies tools to measure and quantify supply chain quality standards and efficiency for a retail or wholesale business
- develops clear and effective policy and procedures for wholesale or retail distribution or supply activities
- develops and implements realistic and measurable performance benchmarks for supply and distribution into a business.

Context of and specific

Assessment must ensure access to:

resources for assessment

- a retail or wholesale work environment
- relevant sources of supply chain information
- relevant documentation, such as:
 - policy and procedure manuals
 - supply and distribution reports
 - supplier records
- a range of suppliers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Business relationships may be influenced by:

- due diligence requirements
- risk sharing
- market position
- planning cycles and timing
- cost and price analysis
- terms and conditions agreed
- intellectual property and technology rights
- value management
- continuous improvement
- supply chain management
- infrastructural and capital outlay requirements
- organisational systems integration and compatibility.

Suppliers may be:

- commercial companies

- Benchmarks** may include:
- public agencies or organisations
 - governments
 - community and not-for-profit organisations
 - internal.
 - Australian standards
 - international standards
 - professional standards
 - industry standards
 - performance indicators
 - quality measures and criteria
 - planning milestones and timeframes
 - manufacturer and supplier standards.
- Information on suppliers** may include:
- representative's name and contact details
 - range of products and/or services
 - transaction records
 - contact history
 - account terms
 - prices
 - dispatch and shipping procedures
 - records of supplier performance
 - details of items supplied or returned.
- Business policy and procedures** may relate to:
- purchasing
 - supply and distribution of products or services
 - approval processes
 - storage and transport of goods.
- Methods used to **store information** may be:
- manual
 - electronic or digital.
- Factors affecting future distribution and supply** of retail or wholesale products and services may include:
- merchandise availability
 - transport availability
 - time requirements
 - budget requirements
 - logistics.
- Relevant personnel** may include:
- manager or supervisor
 - colleagues
 - business or area manager
 - specialist or technical personnel.
- Reports** may be delivered:
- verbally
 - in writing

- in groups
- individually.

Unit Sector(s)

Cross-Sector

Competency field

Product Management

SIRXQUA001A Develop innovative ideas at work

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Application of the Unit

This unit applies to team members who are encouraged develop innovative ideas in the workplace. It requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret the need for innovation.	1.1.Observe the need for <i>innovation</i> within workplace context. 1.2.Challenge assumptions about products and processes to identify opportunities for innovation. 1.3.Project possible future contexts and environments for the innovation. 1.4.Define <i>end user requirements</i> . 1.5.Identify <i>resources and constraints</i> . 1.6.Research <i>factors and ethical considerations</i> that may impact on the idea. 1.7.Access relevant <i>organisational knowledge</i> .
2. Generate ideas.	2.1.Conceptualise ideas using a range of <i>creative thinking techniques</i> . 2.2.Apply relevant knowledge to explore a range of approaches. 2.3.Seek <i>stimulation from alternative sources</i> . 2.4.Test ideas against brief and other factors. 2.5.Select preferred option.
3. Collaborate with others.	3.1.Develop ideas in conjunction with <i>relevant people</i> . 3.2.Seek and accept <i>feedback</i> from relevant people in an appropriate fashion. 3.3.Modify ideas according to feedback. 3.4.Maintain and utilise a <i>network of peers</i> to discuss ideas.
4. Analyse and reflect on ideas.	4.1.Analyse ideas from different perspectives. 4.2.Use appropriate strategies to capture <i>reflections</i> . 4.3.Examine ideas to ensure they meet context requirements, best practice and future needs. 4.4.Allow time for the development and analysis of ideas.
5. Represent ideas.	5.1.Select an appropriate <i>communication technique</i> for the target <i>audience</i> . 5.2.Develop the <i>presentation of the idea</i> with the audience in mind. 5.3.Present the idea to educate and inform the client.

- 5.4. Modify the idea according to client feedback.
- 6. Evaluate ideas.
 - 6.1. **Review** ideas using appropriate *evaluation methods* to ensure they meet required needs.
 - 6.2. Modify ideas as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - collaborate with others and represent ideas through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - work within teams
- analytical and lateral thinking skills to examine self and external factors

Required knowledge

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets the need for innovation in the workplace
- identifies resources and constraints and researches affecting factors when generating innovative ideas
- generates ideas using creative thinking techniques
- tests ideas against brief and other relevant factors
- presents and discusses ideas with relevant people
- seeks feedback and modifies ideas accordingly

	• analyses and reflects on ideas to ensure they meet end user requirements • presents ideas using appropriate communication methods • reviews and modifies idea using appropriate evaluation methods.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as store policy and procedures manuals • a range of communication equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • a detailed case study • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Innovation</i> may include:	• generating new ideas or solutions • developing new uses for old ideas and making them useful or a means of improvement.
<i>End user requirements</i> may refer to:	• who will be using the end product • why the product or process is needed • how will it be used • advantages will it provide • where it will be used.
<i>Resources and constraints</i> may	• time required

include:

- costs
- equipment
- human resources
- work culture
- management practice
- technology needed.

Factors and ethical considerations may include:

- aesthetic requirements
- functionality
- information available
- WHS
- environmental considerations.

Organisational knowledge may include:

- technical knowledge
- information gained from books and audiovisual resources
- knowledge from different work areas
- information from work colleagues
- work processes
- product
- materials
- systems
- tools
- working conditions.

Feedback may be:

- formal or informal
- verbal
- in writing
- in groups
- individual.

Creative thinking techniques may include:

- brainstorming
- visualising
- making associations
- building on associations
- telling stories
- creative writing
- lateral thinking games
- mind mapping, drawings
- six thinking hats
- using prompts.

Stimulation from alternative sources may include:

- reading books and industry journals
- talking with colleagues and friends

- Relevant people** may include:
- visiting art galleries and museums
 - going to industry workshops
 - networks.
 - colleagues
 - team members
 - supervisors
 - managers
 - the client.
- Maintaining a **network of peers** may include:
- participating in forums
 - participating in industry training
 - attending workshops
 - becoming a member of a network.
- Capture of **reflections** may include:
- mind mapping
 - assessing alternatives
 - drawing comparisons
 - imagining possible outcomes
 - imagining best and worst case scenarios.
- Communication techniques** may include:
- writing a proposal
 - building a model
 - showing a film
 - presenting a talk
 - preparing a report
 - drawing a diagram.
- The **audience** may include:
- external contacts
 - internal contacts, such as management and other team members
 - groups or individuals
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Presentation of ideas** may include:
- helping the client visualise and understand the idea
 - actively listening
 - asking questions
 - accepting others opinions
 - explaining the proposal
 - clarifying details.
- Formal review** of the idea may involve:
- checking that the idea can be implemented
 - that it meets the client and end user needs
 - best practice

Evaluation methods may include:

- financial requirements
- resource requirements.
- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA002A Lead a team to foster innovation

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead a workplace team in ways that foster innovative work practices.

Application of the Unit

This unit applies to individuals leading work teams on individual projects or for work in general. The skills encompass the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor progress, how to ensure the team members have the information and skills they need and how to apply innovative work skills to the leadership role.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise team to maximise innovation.	1.1. Analyse the performance requirements for the team . 1.2. Gather information about team members . 1.3. Acknowledge strengths and weaknesses of individual team members. 1.4. Assign team roles to ensure a match between work requirements and individual team members' capacities. 1.5. Select team members to foster cross-fertilisation of ideas.
2. Organise work assignments within team to facilitate innovative work practices.	2.1. Structure and organise work to enable innovation. 2.2. Communicate work assignments to team members in ways that encourage and reinforce team based innovation. 2.3. Allocate tasks and activities to ensure the best use of team skills. 2.4. Ensure work assignments include timelines that allow for innovation.
3. Provide guidance and coaching to team members on innovation in the workplace.	3.1. Encourage team members to work collaboratively on work assignments. 3.2. Encourage team members to share work information, knowledge and experiences in their day-to-day work. 3.3. Encourage team members to seek external stimuli and knowledge and to set up and maintain networks. 3.4. Provide appropriate guidance to team members on the use of innovation in the workplace. 3.5. Coach team members to ensure they have the enabling skills to implement innovation in the workplace.
4. Provide a model of innovative work practice.	4.1. Share case studies and examples of the use and benefits of innovative work practices within teams with team members. 4.2. Ensure examples of the way innovative skills can be applied in the workplace are provided by the team leader. 4.3. Demonstrate the qualities of an effective team member , as team leader in working with the team. 4.4. Promote and reinforce the value placed by the organisation on innovation.

5. Monitor the team's ongoing use of innovative work practices.	5.1. Actively encourage team members to reflect on team activities and opportunities for improvement and innovation. 5.2. Evaluate team activities based on feedback from team members, management, clients and other interested people. 5.3. Receive suggestions for work improvements in a positive manner, and act on them where appropriate. 5.4. Review and record evidence of the application of innovative work skills, and present findings as appropriate. 5.5. Review the innovation process and discuss and constructively analyse both positive and negative outcomes.
6. Provide feedback on the use of innovative work skills.	6.1. Debrief team members after work and training and evaluation exercises. 6.2. Discuss feedback from review processes within the team and use it to inform future planning. 6.3. Celebrate successful innovations and reward the team appropriately. 6.4. Discuss problems in the use of innovation in a constructive way.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - communicate work assignments
 - provide guidance and coaching and provide feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- leadership skills to:
 - ability to apply innovative work skills in own work
 - motivate team
 - encourage innovation
 - apply conflict resolution techniques
 - apply counselling and consoling techniques
 - match staff competencies to task requirements

Required knowledge

- innovative work skills
- leadership principles
- techniques for evaluating team performance
- an understanding of group dynamics in a team
- coaching and learning principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- organises team to maximise innovation, including gathering information on team members, assigning team roles and selecting team members
- organises work assignments within team to foster innovation
- provides guidance and coaching to team members on innovation in the workplace
- provides a model of innovative work practice
- monitors the team's ongoing use of innovative work practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as store policy and procedures manuals
- a range of communication equipment
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Team</i> may include:	• small work team • store team • corporate team.
<i>Information</i> may include:	• work preferences • past jobs • interests • working styles • lifestyle preferences.
<i>Team members</i> may:	• come from a variety of social, cultural or ethnic backgrounds • vary in literacy and numeracy skills • vary in competencies.
Methods used to <i>communicate</i> may include:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Ways to <i>encourage and reinforce</i> team-based innovation may include:	• supportive communication • allowing follow-through with ideas • providing enough but not too much guidance and structure • providing training and learning opportunities.
<i>External stimuli and knowledge</i> may come from:	• technical experts • other organisations • journals • the internet • networks.
<i>Guidance</i> may include:	• coaching • mentoring • counselling

- skills training
 - modelling.
- Qualities of an effective team member** may include capacity to be:
- fair
 - responsible
 - collaborative
 - reflective
 - sympathetic
 - equitable
 - hardworking.
- Feedback** may be sought and given:
- verbally
 - in writing
 - through presentations
 - at informal and formal meetings.
- Clients** may include:
- new and existing clients
 - internal or external clients
 - customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
 - customers with routine or special needs.
- Evidence** may include:
- feedback from team members or other staff
 - feedback from clients or work-based managers
 - work-related statistics and reports.
- Suggestions for work improvements** may be received from:
- supervisors
 - team members
 - peers
 - clients
 - the learners
 - subject experts.
- Training and evaluation** may:
- relate to:
 - existing staff competencies
 - level of competencies required by staff
 - be supervised by:
 - supervisor or manager
 - training coordinator
 - external consultant.
- Rewards** and promotion of innovation may include:
- positive feedback presentation to peers and higher management
 - prizes
 - certificates
 - positive reinforcement through articles in newsletters.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA003A Create an innovative work environment

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create a work environment that enables and supports the application of innovative practices in the workplace.

Application of the Unit

This unit applies to team leaders who create a work environment that fosters innovation. It includes consideration of working conditions and practices, management practices, physical layout and training and education.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement work practices and procedures to support innovation.	1.1.Establish <i>working conditions</i> that <i>encourage</i> the application of innovation in the workplace. 1.2.Implement processes to maximise the use of innovation in <i>work activities</i>. 1.3.Introduce and maintain <i>workplace procedures</i> to foster the application of innovation in the workplace. 1.4.Facilitate <i>collaborative work arrangements</i> to foster innovation.
2. Implement management practices to support innovation.	2.1.Actively support and guide the development of new ideas. 2.2.Ensure all ideas are positively received and constructive advice provided. 2.3.Establish and maintain relationships based on mutual respect and trust between <i>management and staff</i>. 2.4.Exemplify innovative work practice in the way management approaches work and team responsibilities.
3. Promote innovation in the workplace.	3.1.<i>Acknowledge</i> staff suggestions, improvements and innovation. 3.2.<i>Celebrate and promote</i> innovation by appropriate means. 3.3.Promote and reinforce the value placed by management on innovation in spite of the potential risks.
4. Create a physical environment that supports innovation.	4.1.Decorate the <i>physical environment</i> to maximise creativity. 4.2.Design work spaces to encourage the cross-fertilisation of ideas as well as the application of innovation at work skills. 4.3.Design work spaces to provide for the development of relationships between all members of the workplace.
5. Provide information and learning opportunities to foster innovation.	5.1.Share <i>relevant information</i>, knowledge and skills within the organisation. 5.2.Provide formal learning opportunities to help develop skills needed for innovation at work. 5.3.Create active <i>learning opportunities</i> in which managers and staff can learn from the experience of others.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - discuss and provide constructive feedback on ideas
 - establish and maintain relationships and share information through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- leadership skills to encourage and support achievements of team members
- literacy skills to access, research, interpret and share information

Required knowledge

- innovation at work skills
- basic management principles
- the ways workplace climate can affect employees' attitudes and performance
- coaching and learning opportunities for employees and how they can be used to improve the skills in the use of innovative work practices
- factors that can motivate staff to apply innovative work practices
- ways of rewarding performance in the workplace

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- organises procedures to support innovation in the workplace
- encourages collaborative work arrangements
- implements management practices that support innovation
- provides encouragement for innovation
- rewards suggestions, improvements and innovation in the workplace through celebration and promotion by appropriate means
- creates a physical environment that supports

	innovation • establishes strategies to promote innovative work practice • provides information and learning opportunities to foster innovation.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as store policy and procedures manuals • a range of communication equipment • a work team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Working conditions</i> may include:	• flexible working hours • family friendly leave entitlements • time provided for ideas generation • study leave • social leave.
Processes to <i>encourage</i> the application of innovation in the workplace may include:	• collecting data • future scanning • seeking feedback • networking • making suggestions

- Work activities** may include:
- creative thinking
 - collaborating.
 - the development of new products
 - processes
 - services
 - programs
 - tools
 - work practices.
- Workplace procedures** may relate to:
- staff meetings
 - training
 - performance management
 - project management
 - client relations
 - briefing processes.
- Collaborative work arrangements** may include:
- working in teams or partnerships
 - working with supplier organisations
 - working in different sections.
- Management and staff** may:
- come from a variety of social, cultural or ethnic backgrounds
 - vary in literacy and numeracy skills
 - vary in competencies.
- Acknowledgement** may include:
- congratulating team
 - providing newsletter stories
 - using idea to help generate other ideas
 - acknowledgement from management.
- Ways to **celebrate and promote** innovation may include:
- positive feedback presentation to peers and higher management
 - prizes
 - certificates
 - articles in newsletters.
- Physical environment** may include:
- work station arrangements
 - work space design and décor
 - relaxation areas
 - eating areas
 - external areas
 - location of work sections.

Sources of ***relevant information*** may include:

- contact with others inside or outside the store
- customers
- staff
- publications
- business journals
- newspapers
- conferences and courses
- internet
- statistics
- observation
- market research.

Learning opportunities may include:

- formal training or education
- informal learning
- coaching and mentoring
- job rotation
- information seminars
- on-line learning
- conferences
- policy and procedures
- reports.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA004A Set up systems that support innovation

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conceptualise and design new systems that develop and foster innovation in the workplace.

Application of the Unit

This unit applies to managers and senior members of staff. It involves assessing the potential for innovative practice within an organisation, setting goals, identifying barriers and generating options for innovative systems; and trialling, evaluating and implementing new innovative systems in the workplace.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct research into organisation systems.	1.1. Identify <i>reasons</i> for incorporating innovation into <i>organisation systems</i> . 1.2. Clarify <i>goals</i> of a new innovative system. 1.3. Research <i>innovative systems</i> in other organisations. 1.4. Analyse current organisational systems to identify <i>gaps or barriers</i> to innovation. 1.5. <i>Identify staff</i> who can support and foster innovation in the new systems.
2. Generate innovative system options.	2.1. <i>Conceptualise</i> ideas for innovative work systems that will foster innovation using individual and group techniques. 2.2. Evaluate and discuss the range of ideas with other team members and colleagues. 2.3. Select a system idea that meets the <i>workplace requirements</i> and which is both feasible and innovative.
3. Develop plan for the innovative system.	3.1. Analyse the organisational structure to identify the impact of the new system on people, <i>resources</i> and finances. 3.2. <i>Consult staff</i> throughout the organisation who will be involved with, or affected by, the new system. 3.3. Clarify financial impact of the new system and allocate funds and resources. 3.4. Develop marketing or promotional strategy to educate the organisation on the new system. 3.5. Evaluate competencies of staff who will use the system and plan a <i>learning and development</i> strategy.
4. Trial the innovative work system.	4.1. Present innovative system to staff and gather preliminary <i>feedback</i> . 4.2. Trial new system with a group within the organisation. 4.3. Monitor and take action to streamline the trial where required.
5. Review the trial of the innovative system.	5.1. <i>Review</i> the innovative system in relation to its goals and the ways in which it fosters innovation in the workplace. 5.2. Adjust the innovative system to reflect evaluation feedback.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - collaborate with others and represent ideas through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- analytical skills to:
 - interpret and analyse organisational requirements for work systems
 - evaluate of staff competencies
- management skills to:
 - plan the implementation of new systems
 - organise and implement training and learning activities to prepare team members and managers to implement a new work system
- research skills to access information

Required knowledge

- principles of new systems
- leadership and management theory
- an understanding of ways in which the system can contribute to innovation in the workplace
- various options for the system
- creative thinking techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishes the reasons why innovative systems are required
- establishes the goals of a new innovative system
- analyses current organisational systems to identify gaps and barriers to innovation

- generates a number of options for innovative systems, seeks feedback, evaluates ideas and selects an appropriate idea to develop further
- develops a plan to implement the new system, including staff required, financial impact, marketing and the evaluation of competencies
- trials and monitors the innovative work system
- reviews the trial of the innovative work system and makes adjustments to reflect evaluation feedback.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - policy and procedures manuals
 - information on the internal and external operating environment
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Reasons for incorporating innovation into the organisation may include:

- high staff turnover
- customer dissatisfaction
- continuous improvement
- increasing competitiveness.

Organisation systems may include:

- human resources management
- team management
- organisational structures
- product development
- marketing
- training and assessment.

Goals may include:

- winning more business
- diversifying the business
- increasing staff numbers
- changing the culture of the organisation
- generating more income.

Innovative systems may include:

- product review systems
- human resources
- quality management
- innovation reward systems
- team management
- project management
- learning and development systems.

Gaps or barriers may include:

- hierarchical system of management
- staff not being involved in decisions
- people not communicating with each other or sharing information
- managers who do not accept new ideas
- teams who work in rigid and inflexible ways.

Methods to **identify staff** may include:

- surveys or questionnaires
- job profile analysis
- observations.

Conceptualisation methods may include:

- process analysis
- cost-benefit analysis
- brainstorming
- value analysis
- SWOT analysis
- review of approaches and procedures used by competitors
- visual imagining
- jotting words
- flow charts
- mind maps
- other creative thinking strategies.

Workplace requirements may relate to:

- training
- performance management
- project management
- client relations
- briefing processes.

Resources may include:

- people
- materials
- equipment and technology
- budget
- time.

Methods of **consulting staff** may include:

- interviews
- team meetings
- email
- memos
- informal interactions.

Learning and development may include:

- formal training or education
- informal learning
- coaching and mentoring
- job rotation
- information seminars
- on-line learning
- conferences.

Feedback may be sought and given:

- verbally
- in writing
- through presentations
- at informal and formal meetings.

Review may involve:

- checking system implementation
- meeting client and end user needs
- best practice
- financial requirements
- resource requirements.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA005A Maintain operational quality and productivity

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain operational quality and productivity in a sales or service enterprise.

Application of the Unit

This unit applies to senior operations staff who achieve business and improvement targets by securing work team commitment to quality assurance, and the ongoing maintenance and assertion of productivity and quality systems.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain productivity.	1.1. Efficiently manage systems for monitoring supply of both products and services to the business. 1.2. Implement systems for monitoring production and delivery of products and services. 1.3. Anticipate and manage disruptions to production and delivery of products and services. 1.4. Identify and report potential improvements to business processes and systems. 1.5. Immediately implement corrective actions to improve quality or productivity.
2. Assure quality.	2.1. Identify and set measures for service and process quality. 2.2. Apply tools for measuring quality . 2.3. Assess and report adherence to quality standards .
3. Build a commitment to continuous improvement.	3.1. Ensure work groups and teams understand quality approaches and procedures . 3.2. Design and complete work according to quality procedures and standards. 3.3. Confirm and communicate performance to relevant teams, operational units and managers. 3.4. Secure commitment of team members to quality outcomes and processes. 3.5. Seek feedback on how to improve process and service quality.
4. Implement process quality.	4.1. Devise quality standards affecting a specific work area. 4.2. Make tools for monitoring quality performance accessible to all staff . 4.3. Complete work according to quality standards. 4.4. Review existing work practices to ensure compliance with quality outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - report improvements
 - communicate performance and seek feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills in regard to:
 - monitoring supply of products and services
 - developing and applying tools for analysing and measuring quality
 - evaluating performance and quality outcomes
 - generating reports
- management and leadership skills to:
 - develop teams
 - prioritising work schedules

Required knowledge

- quality improvement concepts, principles, philosophies and practices
- methods and techniques in interpersonal communication
- common types of teams
- comparative approaches to achieve quality outcome
- tools used to measure quality improvement in a range of contexts
- objectives and key principles of quality improvement approaches
- alternative approaches to quality
- essential features of a quality system or approach
- information sources on product and supply arrangements for customers
- business policy and procedures regarding:
 - quality control
 - performance assessment
 - reporting
- quality standards and benchmarks
- quality systems and standards organisations
- Work Health and Safety (WHS) aspects of job
- relevant legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies and utilises the appropriate quality tool to use when measuring a given situation
- applies quality concepts and principles to work practices
- provides evidence of quality and timeliness of task performance over time by generating practical, up-to-date quality assurance manuals
- documentary evidence of efforts to assure quality, including audits, compliance reports, quality reviews, work instructions and team communication tools
- effective communication of quality process information to relevant management and team members.

Context of and specific resources for assessment

Assessment must ensure access to:

- a wholesale work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - relevant legislative information
- a range of communication equipment
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Disruptions may include:

- supply
- operational resources
- quality of materials.

Information may be ***reported***:

- verbally
- in writing
- by email.

Tools for measuring quality may include:

- seven tools of quality
- internal measurement devices and systems
- tools associated with an approach that involves quality.

Quality standards may relate to:

- AS and NZ ISO series
- Australian Quality Awards
- international standards
- professional and industry standards
- performance indicators
- quality measures and criteria
- planning milestones and timeframes
- design brief
- manufacturer and supplier standards
- other recognised framework.

Workgroups and teams may include:

- small work teams
- specialist teams
- store team
- corporate team.

Approaches and procedures may include:

- continuous quality improvement
- total quality management
- service quality
- continuous improvement
- total service quality
- statistical control
- benchmarking.

Feedback may be sought and given:

- verbally
- in writing
- in groups

Staff may include:

- individually.
- full-time, part-time or casual staff
- staff under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA006A Benchmark and continuously improve operational quality

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to benchmark, audit and monitor the continuous improvement of wholesale processes and service systems to attain best practice in service quality.

Application of the Unit

This unit applies to senior personnel. It involves researching best practice, setting benchmarks for customer service performance and business operational systems; and developing and implementing auditing, recording and continuous improvement mechanisms.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Benchmark best practice performance.	1.1.Set benchmarks for operational quality. 1.2.Confirm requirement for achieving best practice outcomes . 1.3.Differentiate customer service and operational quality benchmarks. 1.4.Use benchmarking exercises to stimulate staff learning and understanding. 1.5.Compare and contrast internal and external benchmarking processes.
2. Improve wholesale processes.	2.1.Determine key means to measure quality for all wholesale processes and systems. 2.2.Determine measures for benchmarking quality in a given process. 2.3.Establish audit trail for measuring and mapping quality improvement. 2.4.Audit compliance with quality targets and benchmarks.
3. Improve wholesale processes.	3.1.Determine measures for quality improvement. 3.2.Regularly brief staff members on work goals, plans and operational issues to minimise role ambiguity and uncertainty. 3.3.Establish analytical tools for measuring quality improvement within a business context. 3.4.Use quality problem-solving tools to promote qualitative and quantitative solutions. 3.5.Structure existing training to support service standards that improve department supply, display and post-sales support.
4. Monitor quality improvement for a wholesale process.	4.1.Allocate individual and team responsibilities for achieving quality outcomes. 4.2.Allocate responsibilities for improvement and identification of problems with process quality. 4.3.Establish ongoing monitoring systems for quality improvement programs. 4.4.Evaluate quality improvement management and implementation strategy. 4.5.Establish feedback and reporting mechanisms on deviation from

target (variation).

5. Monitor customer service quality for a wholesale business.	5.1. Determine information sources on customer satisfaction levels. 5.2. Devise strategies for managing customer needs and expectations for business to business and business to end consumers. 5.3. Ensure customer service strategies deliver business to business and business to end consumer needs and expectations. 5.4. Map service value chain for a wholesale business. 5.5. Devise service quality measures for customer retention and retrieval strategies (in terms of cost, time or quality requirements).
6. Improve service quality.	6.1. Improve customer retention and retrieval. 6.2. Improve customer satisfaction levels through use of ongoing monitoring systems. 6.3. Achieve service quality benchmarks.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - brief staff members through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - negotiate and solve problems
- leadership skills to:
 - plan and set benchmarks for operational quality
 - structure existing training to support standards
- literacy and numeracy skills to:
 - feedback and reporting mechanisms
 - acquire and interpret required data
 - analyse and manipulate data
 - research and resource information

Required knowledge

- current practice systems and structures
- sources of relevant benchmarking data
- methods of selecting relevant key benchmarking indicators
- quality concepts and principles and quality tools
- relationship between benchmarking, quality improvement and best practice
- relationship between process improvement, profitability, performance and productivity

- quality organisations and regimes
- industry organisations
- government and regulatory requirements for quality endorsement or certification
- international quality systems
- internal and external quality systems
- relevant sources of information on product and supply arrangements for customers
- business policy and procedures affecting job role or function
- Work Health and Safety (WHS) aspects of job
- relevant consumer law, commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- uses benchmark information to improve work group performance and operational systems
- applies and documents benchmarking and auditing procedures, including consultative processes underpinning quality and best practice systems
- prepares and executes an audit of work practices and systems within a specific work group context
- utilises internal and external benchmarks to confirm current performance levels
- continuous improvement processes within an operational area against agreed benchmarks and an agreed timeframe
- develops and implements customer satisfaction measurement and monitoring systems
- effective communication of measurement and monitoring systems to relevant personnel.

Context of and specific resources for assessment

Assessment must ensure access to:

- a wholesale work environment
- relevant documentation, such as:
 - policy and procedures manuals
 - relevant legislative information
- a range of communication equipment
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Benchmarks for operational quality may include consideration of:

- business profitability
- best practice parameters
- service standards
- forecasts.

Business ***outcomes*** may include:

- key performance indicators
- strategic objectives
- price
- market and sales indicators
- brand value
- quality standards and criteria
- performance benchmarks
- milestones.

Customers may include:

- new or repeat contacts
- businesses or individuals
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Benchmarking exercises may

- personnel productivity

include consideration of:

- revenue and expenses
- services offered
- production indicators
- customer demographics
- customer satisfaction factors
- compliance factors.

Means to measure quality may include:

- seven tools of quality
- internal or business-endorsed measurement devices and systems
- tools associated with an approach that involves quality.

Staff members may include:

- full-time, part-time or casual staff
- staff under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Problem-solving tools may include:

- routine procedures
- manufacturer recommendations
- lateral thinking
- referral to operator, manager, specialist or expert.

Training may include:

- formal training or education
- informal learning
- coaching and mentoring
- job rotation
- information seminars
- on-line learning
- conferences.

Information sources may include:

- observation
- sales data
- appropriate questioning.

Customer needs and expectations may relate to:

- product type
- brand
- size
- product characteristics
- customer physical needs
- price.

Customer service strategies may include:

- add-on or complementary products and services
- delivery and installation
- warranties and guarantees
- returns policies
- technical support
- financial products and services
- customer reward schemes
- dealing with difficult customers.

Service value chain may include:

- suppliers into the wholesale business:
 - internally
 - to business customers
 - to customers of business customers
 - to individual or direct customers.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXRPK001A Recommend health and nutritional products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on health and nutritional products and services to customers.

Application of the Unit

This unit applies to frontline service personnel who provide advice to customers and other sales staff on a range of health and nutritional products and services,, including their characteristics, features, indications, contra-indications, technical information and storage requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research and develop product knowledge.	1.1. Develop <i>product knowledge</i> by accessing relevant <i>sources of information</i> . 1.2. Research and apply <i>comparisons between products</i> .
2. Identify health and nutritional products.	2.1. Identify store health <i>product range</i> according to relevant product information.
3. Recommend health and nutritional products.	3.1. Apply product knowledge to advise <i>customers</i> and other <i>members of staff</i> on available products. 3.2. Convey product information according to <i>legislative requirements</i> to assist customers' purchase decisions. 3.3. Promote specials and new lines to customers according to store <i>policy and procedures</i> . 3.4. Recommend <i>complementary products</i> to clients according to store policy.
4. Advise on health and nutritional services.	4.1. Advise customers on store range of products, services and complementary therapy consultant services where applicable according to store policy and procedures. 4.2. Question customers to determine nature of problem and offer solutions according to nature of problem, available product information, and store policy. 4.3. Schedule appointments with complementary therapy consultant services, where applicable, according to availability of consultant and store procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
 - develop and apply product knowledge by providing advice to customers and staff, including those with special needs such as dietary

- promote products and advise on health and nutritional services through clear and direct communication
- ask questions to identify and confirm requirements, use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- handle difficult customers
- literacy skills to:
 - read and interpret product labels
 - read and understanding store policy and procedures
 - schedule appointments where required
- numeracy skills to price, estimate and weigh products

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
- store health and nutritional product and service ranges, including new lines and seasonal promotions
- indications and contra-indications of health and nutritional products
- relevant industry codes of practice, including:
 - advertising (Therapeutic Goods Administration)
 - stock procurement and stock dispensing
- Complementary Healthcare Council of Australia (CHC) guidelines
- relevant legislation and statutory requirements, including Australian Consumer Law

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures that comply with consumer law and legislative requirements regarding the selling of health and nutritional products and services
- continually updates and applies product knowledge in regard to current store health products and services to provide comprehensive advice to customers and staff

- consistently advises customers and informs sales team members of major characteristics of store range of health products, including product type, purpose, features and benefits, price, basic production methods and storage requirements
- consistently advises customers on store health services available, and schedules appointments with complementary therapists where applicable.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
- an appropriate range of health and nutritional products and services
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- type
- purpose

- basic production methods
 - features and benefits
 - price
 - storage requirements
 - shelf life
 - indications for product use
 - contra-indications for traditional and alternative medicines and treatments.
- Sources of information** may include:
- store or supplier product manuals
 - brochures
 - product labels
 - internet
 - designated staff
 - product seminars.
- Comparisons between products** may relate to:
- features and benefits
 - method of production
 - price
 - storage requirements and shelf life.
- Product range** may include:
- organic food and genetically modified organism (GMO) free
 - nutritional supplements such as:
 - vitamins, minerals, amino acids and other nutritional supplements
 - herbs and homeopathic products
 - cell salts
 - food supplements
 - sports supplements and drinks
 - special dietary foods
 - complementary medicines and therapies
 - natural cosmetics
 - health devices such as:
 - water filters
 - magnetic products
 - crystals
 - bulk, pre-packaged, refrigerated or fresh produce
 - confectionery, snack foods and drinks
 - books
 - music.
- Customers** may include:
- those with routine or special requests, including

- dietary requirements
 - regular and new customers
 - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Members of staff** may include:
- new or existing staff
 - full-time, part-time or casual
 - people with varying levels of language and literacy
 - people from a range of cultural, social and ethnic backgrounds.
- Legislative requirements** may include:
- consumer law
 - food safety regulations
 - Trade Practices and Fair Trading Acts
 - waste disposal
 - hazardous substances and dangerous goods
 - environmental protection
 - pricing procedures, including GST requirements
 - WHS
 - privacy laws
 - customs regulations.
- Policy and procedures** in regard to:
- selling health and nutritional products and services
 - interaction with customers
 - scheduling appointments.
- Complementary products** may include:
- herbal, homeopathic and aromatherapy products
 - other natural and traditional remedies (e.g. Chinese, Ayurvedic, Bach flower essences)
 - massage oils
 - personal hygiene products
 - natural make-up products.

Unit Sector(s)

Cross-Sector

Competency field

Retail Product Knowledge

SIRXRPK002A Recommend hair, beauty and cosmetic products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on hair, beauty and cosmetic products and services to customers.

Application of the Unit

This unit applies to frontline service personnel who provide involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on hair, beauty and cosmetic products. It requires sales and service team members to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store product range.	1.1. Develop and maintain product knowledge by accessing appropriate sources of information. 1.2. Research and apply comparisons between products and services according to product information.
2. Identify hair, beauty and cosmetic products.	2.1. Identify store product range according to product information. 2.2. Convey product information to customers and other staff members as required.
3. Recommend hair, beauty and cosmetic products and services.	3.1. Use questioning and active listening to identify customer requirements. 3.2. Evaluate products and services according to customer requirements and product information. 3.3. Demonstrate features and benefits of products to customer to create a buying environment. 3.4. Apply detailed specialised product knowledge to provide accurate advice to customers regarding product performance, according to manufacturer information and legislative requirements. 3.5. Explain and demonstrate products according to store policy and procedures and legislative requirements. 3.6. Identify and utilise opportunities to advise on or demonstrate and apply products to customers who are unfamiliar with aspects of product use. 3.7. Follow up with customer, where required, according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:

- develop and maintain product knowledge
- recommend hair, beauty and cosmetic products through clear and direct communication
- ask questions to identify and confirm requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- handle customers with special needs, including difficult customers
- literacy skills to:
 - read and understand product information
 - read and understand store policy and procedures
- numeracy skills in regard to estimating quantities

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - store services and procedures
- store product range, including product types, properties, features, benefits, ingredients and application methods
- design principles, common face and body shapes, fashion trends and their application to store make up product range
- store range of complementary products
- relevant legislation and statutory requirements, including Australian Consumer Law
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of skin and hair care essentials

- advises customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour coordination for hair and make-up products and advice on current fashion trends and design elements
- consistently advises on product performance and features and benefits of products according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
- an appropriate range of hair, beauty and cosmetic products
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- brand options
- application procedures and techniques

Sources of information may include:

- benefits and effects of various products
- method of production
- guarantees
- price
- ingredients
- elements of design such as:
 - line, direction, focal points, balance
 - camouflage of skin or hair faults.
- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

Comparisons between products and services may relate to:

- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

Product range may include:

- hair products such as:
 - hair colour
 - shampoos and conditioners
 - styling aids such as mousses, gels and hairsprays
 - hair ornaments
 - brushes, combs
 - blow dryers
- beauty products such as:
 - skin care products for face and body
 - home care skin treatments
 - home care remedial products
 - sunscreen and tanning products
 - nail, hand and foot care products
- cosmetic products such as:
 - face and body make-up, pre-make-up products and stabilisers
 - brushes, sponges
 - applicators

- pallets
- lash curlers, artificial lashes, tweezers
- magnifying mirrors
- containers and trays, make-up boxes
- pencil sharpeners.

Customers may include:

- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff members may include:

- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

Customer requirements may include:

- occasion (e.g. casual, professional, day or evening)
- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

Services may include:

- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products
- advice on current fashion trends and basic design elements.

Legislative requirements may include:

- consumer law
- environmental protection
- hazardous substances and dangerous goods
- Trade Practices and Fair Trading Acts
- Therapeutic Goods Act
- WHS
- industry codes of practice
- waste disposal

Store policy and procedures in regard to:

- pricing procedures, including GST requirements.
- selling hair, beauty and cosmetic products
- interacting with customers
- product demonstration.

Follow-up may include:

- contact by store representative
- return appointments for the customer.

Unit Sector(s)

Cross-Sector

Competency field

Retail Product Knowledge

SIRXRSK201 Minimise loss

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXRSK001A Minimise theft. Content and element added regarding using stock effectively.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment.

It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behaviour to relevant personnel; and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Application of the Unit

This unit applies to frontline service personnel who are required to contribute to store security by applying routine procedures under supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply routine store security.	1.1. Apply store <i>security systems and procedures</i> according to store policy. 1.2. Handle and secure cash according to <i>store policy and procedures</i>. 1.3. Observe and deal with suspicious behaviour of customers according to store policy and <i>legislative requirements</i>. 1.4. Deal with internal and external theft, according to store policy and legislative requirements. 1.5. Store products and equipment in a secure manner according to store policy and procedures.
2. Minimise theft.	2.1. Take appropriate action to minimise theft by applying store procedures and legislative requirements. 2.2. Match merchandise to correct price tags according to store procedures. 2.3. Maintain surveillance of merchandise according to store policy and <i>legislative requirements</i>. 2.4. Check customers' bags as required at point of sale according to store policy and legislative requirements. 2.5. Maintain security of cash, cash register and keys according to store policy. 2.6. Maintain security of stock, cash and equipment in regard to customers, <i>staff</i> and outside contractors according to store policy and legislative requirements. 2.7. Deal with suspected or potential thieves according to store policy and procedures.
3. Use stock efficiently.	3.1. Handle and store stock to minimise loss through damage or deterioration. 3.2. Ensure effective stock rotation to minimise stock loss through wastage. 3.3. Ensure correct stock amounts are prepared for individual transactions to minimise stock loss from over-supply.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to relate positively to customers while conducting routine security procedures, such as bag checking
- literacy and numeracy skills to:
 - count or measure stock
 - interpret manufacturer handling and storage instructions and store procedures
 - handle cash
 - record stolen items
 - report theft
- observation skills to identify suspicious behaviour
- technical skills to manually handle and store stock

Required knowledge

- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances
- security procedures relating to cash and non-cash transactions
- store policy and procedures in regard to:
 - checking customers' bags and purchases
 - counting, measuring and weighing stock
 - dealing with suspicious behaviour and actual theft
 - handling and storage of stock
 - reporting problems and faults
 - security
 - stock rotation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- applies store policy and procedures in regard to following

security procedures and reporting theft or suspicious behaviour to relevant personnel

- monitors stock, work area, customers and staff to minimise opportunities for theft.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - legislation and statutory regulations
 - industry codes of practice
 - Australian Consumer Law and fair trading Acts
- relevant security equipment
- point-of-sale equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated work environment
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXCCS202 Interact with customers
- SIRXFIN201 Balance and secure point-of-sale terminal
- SIRXINV001A Perform stock control procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security systems and procedures may deal

- armed hold-up
- cash and credit cards

with:

- customers
- equipment, including:
 - alarm systems
 - mirrors
 - security tags
 - video surveillance
- keys
- locked and secure areas
- premises
- records
- staff
- stock
- visitors, sales representatives, contractors and vendors.
- reporting problems and faults
- security
- surveillance of merchandise.

Store policy and procedures may relate to:

Legislative requirements may include:

- Australian Consumer Law
- awards and agreements
- credit law
- criminal law
- privacy and confidentiality laws
- property offences
- reporting procedures.

Staff may include:

- full-time, part-time and casual staff
- management
- other staff members
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

SIRXRSK002A Maintain store security

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment. It involves implementing store policy and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

Application of the Unit

This unit applies to team leaders and supervisors who interpret, apply and monitor security procedures according to store policy, industry codes of practice, relevant legislation and statutory requirements. A person undertaking this role maintains frontline security as well as reporting security concerns and providing ongoing supervision and training for staff on security procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and maintain store security.	1.1. Implement <i>store policy and procedures</i> to ensure store security is maintained. 1.2. Monitor and review <i>security procedures</i>, according to store policy and <i>legislative requirements</i>. 1.3. Implement procedures to minimise theft of easily stolen merchandise. 1.4. Maintain security of cash, cash register and keys according to store policy. 1.5. Implement store procedures in regard to <i>transactions</i>. 1.6. Inform <i>team members</i> of store policy and procedures in regard to security. 1.7. Provide team members with <i>feedback</i> in regard to implementation or non implementation of store security procedures. 1.8. Provide staff with ongoing supervision and <i>training</i> to facilitate awareness and detection of theft. 1.9. <i>Report</i> matters likely to affect store security, according to store policy.
2. Facilitate awareness and detection of theft.	2.1. Inform <i>team members</i> of store policy and procedures in regard to security. 2.2. Provide team members with <i>feedback</i> in regard to implementation or non implementation of store security procedures. 2.3. Provide staff with ongoing supervision and <i>training</i> to facilitate awareness and detection of theft.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - provide information, feedback and training to staff

- report relevant matters through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- give instructions
- use and interpret non-verbal communication
- provide team leadership
- literacy skills to:
 - interpreting and applying Work Health and Safety (WHS) documents
 - reporting procedures
 - analytical skills to evaluate performance analysis

Required knowledge

- store policy and procedures in regard to:
 - security
 - cash and non-cash transactions
 - external or internal theft
 - suspicious circumstances
 - armed robbery
 - staff security training
 - procedures for opening and closing premises
- relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- types of store alarm and security systems used in the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security
- accurately applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases
- interprets, applies and monitors security procedures in regard to:
 - cash handling, and cash and non-cash transactions

- internal or external theft or suspicious circumstances
- armed robbery
- opening and closing premises
- implements store policy and procedures in regard to:
 - reporting on matters related to store security
 - staff security supervision and training.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures in regard to security
 - legislation and statutory requirements
 - WHS legislation
- relevant equipment such as:
 - alarm systems
 - point-of-sale equipment
 - communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- third-party reports from a supervisor
- observation of performance in the workplace
- a role play
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS002A Maintain store safety.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

performance criteria is detailed below.

Store policy and procedures in regard to:

- security
- checking bags
- cash and non-cash transactions
- surveillance of merchandise
- reporting problems and faults.

Security procedures may deal with:

- customers
- staff or staff property
- visitors, sales representatives, contractors and vendors
- stock
- records
- cash and cash movement
- equipment
- premises
- opening and closing of premises
- theft
- armed robbery
- events likely to endanger customers or staff.

Legislative requirements may include:

- privacy or confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards or agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Transactions may include:

- cash
- EFTPOS
- cheques
- credit cards or store cards
- smart cards
- lay-by
- returns
- exchanges
- gift vouchers.

Team members may include:

- small work teams
- store team
- corporate team

- full-time, part-time, casual or contract staff
 - people with varying degrees of language and literacy
 - people from a range of cultural, social and ethnic backgrounds
 - people with a range of responsibilities and job descriptions.
- Feedback** may be given:
- verbally
 - in writing
 - in groups
 - individually.
- Training** may include:
- mentoring or coaching
 - off-the-job training
 - on-the-job training.
- Report** may be:
- verbal
 - written
 - formal
 - informal.

Unit Sector(s)

Cross-Sector

Competency field

Risk Management and Security

SIRXRSK003A Apply store security systems and procedures

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and use store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post-apprehension procedures according to State and Territory laws.

This unit builds on unit SIRXRSK001A Minimise theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post-apprehension procedures according to State and Territory laws.

Application of the Unit

This unit applies to team members who interpret, understand and apply store security procedures and relevant legislation, and operate and maintain security equipment, to detect and report theft, property offences and security risks.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain store security systems.	1.1. Operate <i>security equipment</i> , according to manufacturer instructions and <i>store policy and procedures</i> . 1.2. Regularly check security equipment to ensure operational effectiveness and identify faults. 1.3. Organise regular servicing according to store procedures or manufacturer specifications. 1.4. Apply surveillance of specific store areas according to store procedures and <i>legislative requirements</i> . 1.5. Enter <i>security data</i> accurately and update as required by store policy and procedures.
2. Deal with potentially unsecured situations.	2.1. Identify factors that increase security risk and regularly monitor, record and <i>report</i> on them according to instructions.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to apply surveillance techniques
- literacy and numeracy skills to:
 - interpret legal documents
 - interpret store policy
 - record security data
 - generate reports

Required knowledge

- store policy and procedures in regard to:
 - dealing with theft and other property offences, including customer bag checking procedures
 - dealing with other property offences, including criminal deception (false pretences) and criminal (wilful) damage
 - operation and maintenance of store security equipment, taking into account manufacturer maintenance and operating procedures
 - reporting requirements
- relevant law and industry codes of practice and their application in relation to store policy and procedures, including privacy and the checking of customers' bags and purchases

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently operates and maintains store security equipment
- identifies and reports potential security risks according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - store policy and procedures manuals
- equipment such as:
 - security systems
 - communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Security equipment used in stores may include:

- alarms
- surveillance equipment such as cameras and closed-circuit television
- security tags
- security bar codes.

Store policy and procedures in regard to:

- apprehension of thieves
- operation and maintenance of security equipment.

Legislative requirements may include:

- privacy or confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards and agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Security data may be sourced through:

- observation
- interviews
- records of complaint
- inventory reports
- financial reports
- surveillance footage.

Reports may be delivered:

- verbally
- in writing
- formally
- informally.

Unit Sector(s)

Cross-Sector

Competency field

Risk Management and Security

SIRXRSK404 Control store security

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXRSK004A Control store security.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control store security according to organisational policy and relevant legislation.

It involves developing and implementing security procedures for the prevention of theft, ensuring the safety of all personnel in the event of a robbery, and monitoring all security procedures.

Application of the Unit

This unit applies to team members responsible for facilitating the detection and prevention of theft and stock loss and the safety and security of staff and customers in the event of robbery.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop store security procedures.	1.1.Consider store requirements and identify <i>security procedures</i> required to maximise safety of staff, customers and assets. 1.2.Develop procedures to facilitate the detection and prevention of internal or external theft according to <i>organisational policy and procedures</i>. 1.3.Develop procedures to ensure maximum safety and security of <i>staff</i> and customers in the event of robbery. 1.4.Develop procedures for opening and closing premises and cash registers, cash security and <i>non cash transactions</i>. 1.5.Finalise, document and process security procedures according to organisational policy.
2. Implement and monitor store security procedures.	2.1.<i>Communicate security procedures</i> to staff according to organisational policy and procedures. 2.2.Implement and monitor security procedures to facilitate the detection and prevention of internal or external theft according to organisational policy and procedures. 2.3.Implement and monitor procedures to ensure maximum safety and security of staff and customers in the event of robbery. 2.4.Develop and implement procedures for opening and closing premises and cash registers, cash security and non cash transactions. 2.5.Monitor and maintain implementation of security procedures.
3. Minimise stock loss and dissipation.	3.1.Measure and analyse existing, and extrapolate potential, stock loss or dissipation through theft. 3.2.Report on stock loss or dissipation through theft, its <i>impact on business operations</i> and possible solutions. 3.3.Establish and implement <i>stock control procedures</i> to monitor, control and minimise stock loss through theft.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - converse clearly and directly with staff
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - access and interpret store policy documents
 - calculate the cost of stock loss
 - document security procedures
 - handle cash
 - maintain records
- research and analysis skills to:
 - analyse stock control data
 - develop procedures
- problem-solving skills to establish and implement stock control procedures

Required knowledge

- organisational policy and procedures that relate to the development of store procedures for:
 - security
 - detection and apprehension of thieves
 - non-cash transactions
 - cash handling
 - stock control
- principles and techniques for:
 - detecting and preventing theft
 - ensuring safety of personnel in the event of robbery
- relevant codes of practice, legislation and statutory requirements, including:
 - industry codes of practice
 - retail case law or common law
 - state laws relating to property offences
 - work health and safety (WHS) legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops and implements security procedures to facilitate the detection and prevention of theft
- develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery
- calculates, analyses and reports on the cost and potential impact of identified loss and dissipation on:
 - buying
 - ordering patterns
 - planning
 - budgeting
- develops and implements procedures for:
 - opening and closing premises
 - cash security
 - non-cash transactions
 - stock control to minimise loss and dissipation
- communicates procedures to staff and monitors implementation.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on:
 - security
 - cash handling and non-cash transactions
 - stock control, including buying, ordering, planning and budgeting
 - relevant legislation and statutory requirements
 - industry codes of practice
 - WHS legislation and codes of practice
- a team
- a range of security equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security procedures may relate to:

- armed robbery
- cash and cash movement
- customers
- equipment
- events likely to endanger customers or staff
- opening and closing of premises
- premises
- records
- staff and staff property
- stock
- theft
- visitors, sales representatives and contractors.

Organisational policy and procedures in regard to:

- cash handling
- non-cash transactions
- security
- stocktaking.

Staff may include:

- full-time, part-time, casual or contract staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions
- people with varying degrees of language and literacy
- small work teams

- store team.
 - cheques
 - customer refunds
 - EFTPOS and credit cards
 - gift vouchers.
 - mentoring and coaching
 - on-the-job or off-the-job training
 - posters and pamphlets
 - simulated events.
 - budgeting
 - buying
 - ordering patterns
 - planning.
 - minimising out-of-date stock
 - minimising theft
 - monitoring stock levels
 - quality control
 - stocktaking and cyclical counts.
- Non-cash transactions***
may include:
- Techniques used to
communicate security
procedures may include:
- Impact on business***
operations may include:
- Stock control***
procedures may include:

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

SIRXSL201 Sell products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and apply product knowledge.	1.1.Develop product knowledge by accessing relevant sources of information and confirm with relevant staff. 1.2.Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and legislative requirements. 1.3.Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1.Identify customers by name where possible. 2.2.Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3.Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4.Initiate customer contact according to store policy. 2.5.Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1.Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2.Interpret and clarify non verbal communication cues. 3.3.Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1.Match customer needs to appropriate products and services. 4.2.Communicate knowledge of product features and benefits clearly to customers. 4.3.Describe product use and safety requirements to customers. 4.4.Refer customers to appropriate product specialist as required. 4.5.Answer routine customer questions about merchandise accurately and honestly or refer to senior sales staff.

5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply problem solving within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional sales according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - handle difficult customers
 - verbal and non-verbal communication skills to:
 - question, listen and observe
 - overcome objections and close sale
- literacy and numeracy skills to:
 - handle payments for goods
 - read product information
 - read store policies and procedures
 - record information
 - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
 - customer behaviour and cues

- customer buying motives
- demographics, lifestyle and income
- individual and cultural differences
- types of customer needs, such as:
 - functional
 - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
 - add-ons and complementary sales
 - closing techniques
 - opening techniques
 - overcoming customer objections
 - recognising buying signals
 - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
 - allocated duties and responsibilities
 - selling products and services and sales performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Product knowledge</i> may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
<i>Relevant sources of information</i> may include:	• demonstrations • internet • labels • product profiles

Legislative requirements may include:

- staff members
- store or supplier product manuals
- store tours
- videos.
- industry codes of practice
- liquor laws
- lottery legislation
- work health and safety (WHS)
- sale of second-hand goods
- sale of X and R-rated products
- tobacco laws
- Australian consumer law and fair trading Acts
- trading hours
- transport, storage and handling of goods.

Customers may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Routine customer questions may relate to:

- availability
- features and benefits
- price and price reductions
- quality.

Problem solving may be affected by:

- resource implications
- store policies and procedures.

Sales transactions may be completed:

- face-to-face
- online
- over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SIRXSL002A Advise on products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

This unit applies to team member who develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product and service knowledge.	1.1. Develop and maintain <i>product knowledge</i> according to <i>store policy</i> and <i>legislative requirements</i> . 1.2. Convey product knowledge to other <i>staff</i> as required. 1.3. Research and apply comparisons between products and services. 1.4. Demonstrate knowledge of competitors' product and service range and <i>pricing structure</i> .
2. Recommend specialised products or services.	2.1. Evaluate merchandise according to <i>customer requirements</i> . 2.2. Demonstrate features and benefits of products and services to <i>customer</i> to create a buying environment. 2.3. Apply detailed specialised knowledge of product to provide accurate advice to customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - convey product knowledge to staff
 - apply knowledge to provide advice to customers
 - handle difficult customers through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills in regard to:
 - use a range of communication and electronic equipment
 - access relevant product and service information
 - interpret product information
 - interpret store policies and procedures

- record information
- numeracy skills to:
 - estimate and calculate costs relevant to pricing products

Required knowledge

- specialised product knowledge, including:
 - warranties
 - benefits and features
 - shelf life and use-by date
 - storage requirements
 - ingredients or materials contained in product
 - product and ingredient origins
 - care and handling of products
 - corresponding or complementary products and services
 - stock availability
- store and industry manuals and documentation
- stock and merchandise range
- service range
- store policies and procedures including:
 - procedures for taking orders
 - pricing procedures, including GST requirements
- relevant legislation and statutory requirements and industry code of practice relating to the retail industry

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to customers and other staff
- applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Context of and specific

Assessment must ensure access to:

resources for assessment

- a retail work environment
- a range of stock and merchandise
- relevant documentation, such as:
 - price lists
 - policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- brand options
- product features and benefits
- warranties
- safety features
- use-by dates
- handling and storage requirements
- stock availability
- price.

Product knowledge may be developed and maintained by:

- accessing the internet
- attending product launches
- attending product seminars
- discussions with staff
- accessing product information booklets and

	pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • WHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

Unit Sector(s)

Cross-Sector

Competency field

Sales

SIRXSL303 Build relationships with customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL004A Build relationships with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain expert knowledge to provide accurate product information to customers, including post-sales support.

It also covers communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints to ensure positive business outcomes.

Application of the Unit

This unit applies to senior sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop relationships with customers.	1.1. Establish rapport with customers and express genuine interest to clarify customer requirements and enhance outcomes. 1.2. Maintain professional ethics with the customer to promote store image and credibility. 1.3. Identify customer needs and preferences to maximise sales opportunities. 1.4. Maximise sales opportunities by use of add-on and complementary sales techniques. 1.5. Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store. 1.6. Use effective methods to close sales.
2. Apply expert knowledge.	2.1. Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to legislative requirements. 2.2. Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines. 2.3. Provide evaluation of product range, demonstrate features and benefits of products or services where appropriate, and make recommendations to the customer to maximise sales potential. 2.4. Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to store policy. 2.5. Calculate prices and discounts according to pricing determinants and store policy.
3. Provide post-sales support.	3.1. Provide evidence of ongoing support as sale is concluded. 3.2. Explain back-up service and reassure customer according to legislative requirements and store policy. 3.3. Provide customer with store or salesperson's contact details to ensure customer follow-up according to store policy. 3.4. Enter customer and transaction details into customer database according to store policy.

4. Plan sales presentations.
 - 4.1. Plan presentation to complement **product characteristics**.
 - 4.2. Select client group according to product characteristics and store merchandising policy.
 - 4.3. Access **promotional materials** where required and distribute to client group.
 - 4.4. Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.
5. Implement sales presentations.
 - 5.1. Ensure sufficient numbers of adequately briefed support staff, where required, for presentation.
 - 5.2. Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups.
 - 5.3. Demonstrate products or services to create a buying environment.
 - 5.4. Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future **sales presentations**, according to store sales policy.
6. Maintain and use a customer database.
 - 6.1. Maintain customer confidentiality as required by store policy and legislative requirements.
 - 6.2. Develop and maintain accurate **customer records** and store securely according to store policy and procedures.
 - 6.3. Identify and follow up regular customers according to store marketing policy.
 - 6.4. Use customer records to advise customers on products and services of possible interest.
 - 6.5. Implement **customer loyalty schemes** where required according to store promotional activities.
7. Deal with difficult customers.
 - 7.1. Acknowledge customer complaints and problems and reassuringly support difficult customers to produce positive outcome.
 - 7.2. Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration.
 - 7.3. Develop customer's confidence in the candidate and product or service to promote long-term trust and commitment to store.
 - 7.4. Establish mutually acceptable resolution of complaint.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to resolve conflict
- literacy and numeracy skills to:
 - access and read relevant product information
 - calculate prices and discounts
 - read store policies and procedures
 - record client and sales information
- sales skills to apply selling techniques, including:
 - add-ons and complementary sales
 - identifying buying signals
 - opening and closing techniques
 - overcoming customer objections
 - presenting product information
 - promoting enhanced sustainability features of selected products and services
 - using strategies to focus customer on specific merchandise

Required knowledge

- customer types and needs, including:
 - customer buying motives, customer behaviour and cues
 - functional and psychological needs
 - individual and cultural differences, demographics, lifestyle and income
- work health and safety (WHS) requirements relating to:
 - manual handling
 - plant and equipment
 - hazardous substances and dangerous goods
 - workers compensation
- relevant industry codes of practice, legislation and statutory requirements relating to building relationships with clients
- store policies and procedures in regard to:
 - efficient use of resources
 - establishing, maintaining and using customer records
 - methods of maintaining customer confidentiality and secure storage of customer details
 - price negotiation and payment and credit options
 - pricing, including GST requirements
 - resolving customer complaints
 - updating and maintaining customer mailing lists
- store and area merchandise and service range

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies:
 - detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support
 - industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
 - store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations, and providing after-sales support
- develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and discerning customer buying motives, requirements and preferences
- establishes, records and maintains customer records and details, maintaining customer confidentiality, ensuring secure storage of data, and using customer records to maximise customer interest and create a buying atmosphere
- evaluates personal or team sales performance to maximise future sales
- maximises sales opportunities by using effective selling techniques, applying detailed product knowledge, and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- plans, prepares and conducts sales presentations and briefs
- supports staff where required, to create a buying environment and maximise sales performance
- resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution
- uses effective questioning, listening and observation skills to determine customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:

- policy and procedures manuals
- industry codes of practice and relevant legislation
- WHS legislation and codes of practice
- a range of customers with different requirements
- an appropriate range of products and equipment
- a customer database system.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

- a single customer, couples, families or groups
- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Clarification of customer requirements may be achieved by:

- active listening
- appropriate questioning
- empathy
- observation
- reassurance and confirmation.

Outcomes may include:

- credibility of store
- customer commitment

Maintaining professional ethics with the customer may include:	• customers' trust • increased return customer base. • confirmed appraisals of products and services • honesty • positive statements.
Customer needs and preferences may include:	• brand • customer physical needs • price • product characteristics • product type • size.
Sales techniques will include:	• add-on and complementary products and services • selling up or down • suggestive selling • variety of methods of closing sales.
Legislative requirements may include:	• environmental protection legislation • health and welfare law specific to local government, state and federal legislation • liquor laws • WHS • pricing procedures, including GST requirements • privacy laws • sale of second-hand goods • tobacco laws • Australian Consumer Law and fair trading Acts • transport, storage and handling of goods.
Store policy and procedures in regard to:	• dealing with difficult customers • maintaining and using client records • promotional, marketing, discounting and reward programs • resolving customer complaints • selling products and services.
Back-up service may include:	• delivery specifications • financial products and services • installation • returns policies • technical support • warranties and guarantees.
Customer database may be:	• computer-based • manual.

- Product characteristics*** may include:
- features and benefits
 - price range
 - supplier or manufacturer information
 - target group.
- Promotional materials*** may include:
- brochures
 - business cards
 - pamphlets
 - posters
 - promotional merchandise
 - vouchers.
- Sales presentations*** may be:
- at client site
 - in-house
 - verbal
 - visual.
- Customer records*** may include:
- anniversaries and special dates
 - details of items bought or returned
 - name and contact details
 - personal preferences
 - transaction records.
- Customer loyalty schemes*** may include:
- credit or discount facilities
 - customer clubs
 - customer reward schemes
 - special offers.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SIRXSL304 Coordinate sales performance

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL003A Coordinate sales performance.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor store policies and procedures and relevant legislation in relation to sales transactions, and to provide feedback to management and staff on sales performance in relation to sales targets and planning.

Application of the Unit

This unit applies to staff with managerial responsibility required to monitor store policies and procedures, and provide feedback to management in relation to sales targets and planning.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement sales policies and procedures.	1.1.Implement and monitor adherence to <i>store policy and procedures</i> and <i>relevant legislation</i> in regard to <i>selling</i>. 1.2.Implement and monitor store policy and procedures in regard to <i>sales transactions</i>. 1.3.Monitor <i>team</i> to ensure information is entered into point-of-sale equipment accurately. 1.4.Monitor team to ensure the efficient and safe <i>handling</i> of goods through point-of-sale areas. 1.5.Monitor team to ensure that products and services are matched to <i>customer</i> needs.
2. Provide feedback and coaching to improve implementation of sales policies and procedures.	2.1.Provide individual information and coach sales team members in store policy and procedures and relevant legislation in regard to selling. 2.2.Provide individual information and coach sales team members on the implementation of store policy and procedures in regard to sales transactions. 2.3.Provide support to team members to promote sales and service techniques.
3. Monitor achievement of sales targets.	3.1.Monitor and record individual and department sales targets according to store policy. 3.2.Monitor and record store sales results in line with sales targets and according to store policy. 3.3.Provide <i>feedback</i> to management and staff on sales performance in relation to sales targets and planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - give instructions
 - provide feedback, coaching and performance analysis through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - analyse store, department and individual sales figures
 - process and record information
 - read store policy and procedures

Required knowledge

- customer profiles
- factors that enhance sales performance
- location of store departments and importance of sales to store performance
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication
- relevant industry codes of practice
- relevant legislation and statutory requirements, including:
 - work health and safety (WHS) requirements
 - sustainability requirements
- stock control procedures
- store and department sales targets
- store merchandise and services
- store policies and procedures in regard to:
 - allocated duties and responsibilities
 - efficient use of resources
 - internal and external customer contact
 - selling products and services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and

Evidence of the following is essential:

- applies store policies and procedures and industry codes of

- evidence required to demonstrate competency in this unit**
- practice in regard to customer service and selling products and services
 - implements and monitors store policies and procedures in relation to sales transactions, including non-cash sales and variations to standard sales transactions
 - provides information and coaching to sales team members to improve sales policy implementation
 - monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

- Context of and specific resources for assessment**
- Assessment must ensure access to:
- a retail work environment
 - relevant documentation, such as:
 - policy and procedures manuals
 - individual and department sales targets and results
 - reporting proforma
 - legislation and statutory requirements
 - a sales team
 - point-of-sale equipment and materials.

- Method of assessment**
- A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- observation of the candidate in the workplace
 - answers to questions about specific skills and knowledge
 - review of portfolios of evidence and third-party workplace reports of on-the-job performance.

- Guidance information for assessment**
- Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Store policy and procedures*** in regard to:
- allocated duties and responsibilities
 - efficient use of resources
 - internal and external customer contact
 - reporting

- Relevant legislation** may include:
- sales transactions
 - selling products and services.
 - environmental and sustainability legislation
 - industry codes of practice
 - liquor laws
 - lottery legislation
 - WHS
 - pricing procedures, including GST requirements
 - sale of second-hand goods
 - sale of X and R-rated products
 - tobacco laws
 - Australian consumer law and fair trading Acts
 - trading hours
 - transport, storage and handling of goods.
- Selling** may include:
- face-to-face
 - internet
 - telephone.
- Sales transactions** may include:
- cash
 - cheque
 - credit card
 - EFTPOS
 - gift voucher
 - lay-by
 - store card.
- Team** may include:
- full-time, part-time, casual or contract staff
 - people from a range of cultural, social and ethnic
 - people with varying degrees of language and literacy.
- Handling** techniques may vary according to:
- industry codes of practice
 - WHS
 - stock characteristics.
- Customers** may include:
- customers with routine or special requests
 - internal or external contacts
 - new or repeat contacts
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.
- Feedback** to management and staff may include:
- business documents
 - email
 - financial reports
 - informal meetings
 - presentations

- records of store sales
- reports.

Unit Sector(s)

Cross-Sector

Competency field

Sales

SIRXSL405 Coordinate a retail operation during economic downturns

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor economic trends, assess their potential impact on business, and identify and implement sales and cost-reduction strategies to minimise adverse effects. It also covers collaborating with and supporting staff to maintain a positive workplace culture and promote sales.

Application of the Unit

This unit applies to area, store and department managers and team leaders responsible for anticipating and preparing for economic adversity and implementing strategies to sustain the retail business through difficult periods. It is important that the manager informs and motivates the staff team and that the team works together to minimise the adverse effects of economic downturns.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess effects of economic trends.	1.1. Monitor economic trend information from a variety of reliable sources. 1.2. Identify emerging economic trends that may directly or indirectly affect organisational retail operations. 1.3. Research possible effects of identified economic trends on organisational retail operations. 1.4. Consult on findings with relevant organisational personnel. 1.5. Select and prioritise economic effects requiring actions that fall within scope of role and responsibilities.
2. Engage and motivate staff during adverse trading conditions.	2.1. Inform staff of economic trends and encourage participation in identification of strategies for managing effects. 2.2. Reinforce selling skills and opportunities for optimising outcomes of events, offers and programs. 2.3. Negotiate adjustments to key performance indicators and discuss strategies for achieving expectations. 2.4. Identify and implement <i>strategies for boosting staff morale and maintaining optimism</i> .
3. Assess strategies for managing effects of economic trends.	3.1. Review past organisational information to identify effectiveness of strategies for managing the effects of economic trends. 3.2. Review industry information to identify innovative strategies for managing the effects of economic trends. 3.3. Assess applicability of identified historical and innovative strategies to current organisational operations and economic circumstances. 3.4. Communicate and negotiate with landlords, centre managers and local retailer groups to identify options for local action to attract customers.
4. Manage costs to reflect variable trading conditions.	4.1. Review <i>infrastructure and service costs</i> and identify manageable <i>cost-reduction strategies</i> in consultation with relevant personnel. 4.2. Review administration and service delivery costs and identify <i>strategies</i> to maintain service levels with reduced costs, in consultation with relevant personnel.

4.3. Review product range and supply arrangements and identify strategies to maximise sales and reduce costs in consultation with suppliers and relevant personnel.

4.4. Implement and monitor cost-management strategies and introduce refinements in consultation with relevant personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - consult with relevant personnel regarding research findings
 - negotiate changes and communicate details of implementation plans through clear and direct communication
 - report information and communicate recommendations
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - document plans and reports
 - evaluate economic trends and forecast effect on business
- negotiation skills to consult with landlords, centre managers and local retailer groups to identify options for local action to attract customers
- planning and organising skills to:
 - collect and organise information
 - plan and propose changes
- presentation skills to present research findings to staff and relevant personnel

Required knowledge

- emerging trends and changes in retail technology and resources
- market needs and marketing opportunities
- methodologies for analysing efficiency and effectiveness
- methodologies for assessing alternatives in areas of change, including contingency planning
- resource use and costs to the organisation
- store policies and procedures in regard to:
 - applying relevant legislation and organisational rules
 - initiating and implementing change
- financial analysis techniques, including:
 - cost and benefit differential
 - risk analysis
- workplace procedures for quality assurance and control

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses economic trends and prioritises those requiring action
- implements cost-management strategies
- motivates staff to maintain optimism and maximise sales potential
- reviews and assesses strategies for managing effects of economic trends, and considers and consults on options for attracting customers.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- economic trend information
- current industry and market data
- relevant organisational information, including:
 - organisational values and objectives
 - relevant human resources policies
 - relevant financial data
 - key performance indicators
 - sales plans
 - staff planning and employment data
 - stock management and control data.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Strategies for boosting staff morale and maintaining optimism</i> may include:	• being a good role model • giving positive feedback • introducing new rewards • keeping staff informed and reassured • organising social events.
<i>Infrastructure and service costs</i> may include:	• building maintenance services • cleaning services • equipment servicing and maintenance • gas and electricity supply • rent and rates • telecommunications • waste disposal services • water supply.
<i>Cost-reduction strategies</i> may include:	• adjusting heating and cooling levels • decreasing store or storage area • delaying store and visual merchandising refurbishments • phone limitations • reducing frequency of services, such as: • cleaning

- Strategies** may include:
- equipment servicing and maintenance.
 - altering staff numbers, types and shift arrangements
 - reducing postage and printing costs.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SIRXSL406 Manage sales and service delivery

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL005A Manage sales and service delivery.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets, and marketing products and services within the culture of the overall store policy.

The unit requires the team member to develop and maintain excellence in sales and service delivery by ensuring the provision of a well-resourced working environment for fellow staff. The team member is required to proactively pursue the continuous improvement of operations by seeking, evaluating and reporting feedback from customers and colleagues on sales and service delivery and working conditions; and locating and negotiating adequate supply of stock and other necessary resources according to store policy.

Application of the Unit

This unit applies to staff with managerial responsibility.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish and respond to customer requirements.	1.1. Plan and develop strategies to enhance provision of customer service according to store policy. 1.2. Research and <i>analyse customer needs</i> in regard to local geographic and cultural issues. 1.3. Resolve <i>customer</i> complaints referred by <i>staff</i>, according to store policy. 1.4. Monitor sales and service targets and plans to ensure that customer requirements are met, and take appropriate remedial action if required. 1.5. Encourage staff to take responsibility for meeting customer requirements. 1.6. Seek and use feedback from customers to improve future operations.
2. Monitor, maintain and improve sales and service delivery.	2.1. Implement, communicate and review <i>policies and procedures for sales and service delivery</i> on a regular basis. 2.2. Maintain adequate <i>resource</i> allocation for client service provision in line with <i>store policy and procedures</i>. 2.3. Ensure sales and service targets and plans are consistent with quality and functional <i>specifications</i>. 2.4. Communicate sales and service targets and plans to <i>relevant personnel</i> according to implementation schedules. 2.5. Provide <i>feedback</i> to staff on operations and outcomes. 2.6. Take corrective measures to minimise <i>factors that may cause disruption to operations</i>. 2.7. Monitor and evaluate effectiveness of corrective actions for future operational planning. 2.8. Ensure current and accurate <i>records</i> on sales are available to authorised personnel.

- 2.9. Interpret and act on relevant reports as required.
3. Negotiate supply of goods.
- 3.1. **Negotiate** and implement **arrangements with suppliers**, according to store policies and procedures, and communicate to relevant personnel.
- 3.2. Authorise and communicate special pricing arrangements and customer payment agreements to relevant staff and management personnel according to store policy.
- 3.3. Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.
- 3.4. Identify and communicate market factors affecting **supply** to relevant personnel.
- 3.5. Convey complete and accurate records of negotiations and agreements to appropriate personnel within designated time limits.
- 3.6. Take immediate corrective action where potential or actual **problems with supply** are indicated.
- 3.7. Identify and develop new suppliers to maintain and improve sales and service delivery.
4. Provide productive work environment.
- 4.1. Establish and maintain a sufficient supply of resources of the necessary quantity and quality to meet customer requirements.
- 4.2. Regulate and monitor access to and use of resources for maximum efficiency and sustainability.
- 4.3. Maintain staff working conditions to meet requirements of **relevant legislation** and store policy.
- 4.4. Ensure that maintenance frequency and use of equipment conform to recommended schedules and procedures.
- 4.5. Replace, repair or adapt resources that do not meet requirements as soon as practicable and with minimum disruption to work activity.
- 4.6. Communicate **recommendations** for improving conditions to relevant personnel within designated timeframe.
- 4.7. Maintain complete, accurate records and make them available to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - communicate with staff through clear and direct communication
 - negotiate with suppliers and customers
 - present information
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - calculate costs and pricing arrangements
 - document results
 - estimate volume
 - interpret and maintain data
 - prepare reports
 - research, analyse and interpret a broad range of written material
- technical skills to use new technology

Required knowledge

- customer demand and market trends
- principles and techniques for:
 - interpersonal communication
 - purchasing and supply specifications
 - stock control
- product quality standards
- range and availability of new products and services, especially those with enhanced sustainability features
- relevant industry codes of practice applicable to the sales environment
- relevant legislation and statutory requirements, including work health and safety (WHS) requirements applicable to the sales environment
- store merchandise and service range
- store merchandising plan
- store policies and procedures in regard to:
 - efficient and sustainable use of resources
 - pricing procedures, including GST requirements
 - quality assurance and control
 - sales and service delivery
 - stock maintenance and control
 - supply specifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains, monitors and evaluates sales and service delivery
- communicates sales and service targets and plans and provides feedback on operations and outcomes to relevant personnel according to store policy
- proactively improves sales and service delivery operations
- interprets and maintains data on sales and services delivery
- negotiates and arranges supply of goods according to store policy and procedures
- authorises pricing and payment agreements according to store policy and procedures
- maintains, monitors and evaluates supply of stock.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - policy and procedures manuals
 - sales and service delivery targets and plans
 - records of sales and service
 - legislation and statutory requirements
 - industry codes of practice
 - WHS legislation and codes of practice
- suppliers
- a team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Methods used to ***analyse customer needs*** may be:

- qualitative
- quantitative.

Customer may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Staff may include:

- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Policies and procedures for sales and service delivery may involve:

- customer complaints
- customer service and sales training
- service standards
- staff induction
- staff presentation.

Resource may include:

- equipment and technology
- finances
- materials
- people
- time.

Store policy and procedures in regard to:

- interaction with customers
- interaction with other team members
- WHS
- quality assurance and control
- acquisition and sale of products and services.

Specifications may include:

- customer agreements
- operational means for meeting agreements
- specific functional duties within the organisation.

Relevant personnel may

- managers

- include:
- members of own or other work teams
 - supervisors.
- Feedback** may be sought and given:
- in groups
 - in writing
 - individually
 - verbally.
- Factors that may cause disruption to operations** may include:
- operational resources
 - quality of materials
 - supply.
- Records** may be:
- electronic
 - hard copy.
- Techniques used to **negotiate** with suppliers may include:
- correspondence
 - email
 - face-to-face contact
 - meetings
 - telephone.
- Arrangements with suppliers** may relate to:
- credit levels
 - delivery
 - partnerships and exclusivity
 - pricing.
- Sources of **supply** may include:
- external organisations
 - internal departments and teams
 - internal and external personnel.
- Problems with supply** may involve:
- cost
 - coverage or content
 - quality
 - quantity
 - time schedules or scales.
- Relevant legislation** may include:
- equal employment opportunity and anti-discrimination laws
 - federal, state and local legislation
 - WHS.
- Recommendations** may be communicated to:
- colleagues, specialists, staff from other departments
 - external organisations with a health, safety or environmental responsibility
 - government bodies
 - higher-level managers
 - subordinates.

Unit Sector(s)

Cross Sector

Competency Field

Sales

SIRXSL007A Train sales team members

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to train sales team members in a wholesale sales environment.

Application of the Unit

This unit applies to sales team trainers who coordinate, promote, deliver and review learning processes that assist sales staff to achieve the service and product performance requirements established by a wholesale business.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Coach sales team members.	1.1.Coach <i>sales team members</i> on the special characteristics of their territory. 1.2.Coach sales team members on developing effective time management and business visit procedures. 1.3.Ensure all individuals in the sales team can identify and describe key competitors in territory and businesses. 1.4.Ensure all individuals in the sales team can identify and communicate <i>problems</i> with wholesale ordering, distribution and delivery that may affect sales and service. 1.5.Ensure all individuals in the sales team apply effective Work Health and Safety (WHS) practices and procedures.
2. Promote sales team product sales and positioning techniques.	2.1.Coach team members in <i>sales and service techniques</i>. 2.2.Coach team members in promotional strategies and sell in techniques. 2.3.Ensure team members receive one to one support to promote sales and service techniques. 2.4.Ensure sales team members practise effective <i>sales and service maximisation strategies</i>. 2.5.Establish information networks to promote access by sales team members to historical data and forecasts.
3. Coordinate the implementation of training activities for the sales team.	3.1.Examine <i>training materials</i> and <i>training modules</i> to ensure relevance to company <i>service and sales requirements</i>. 3.2.Check training content and <i>method of delivery</i> to ensure relevance to competency requirements. 3.3.Undertake assessment to map competency and performance improvement. 3.4.Ensure specified <i>job competency gaps</i> are closed by staff training. 3.5.Identify competencies required to address specific career and development needs for sales team members. 3.6.Ensure <i>training and information sessions</i> are presented in a timely manner.

4. Review team and individual level training activities.
 - 4.1. Provide learning opportunities based on considered assessment of existing individual and team competencies to close specific performance gaps.
 - 4.2. Ensure on the job sales and service training activities are performed in accordance with ***company policy and procedures***.
 - 4.3. Review effectiveness of training plans and activities.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - coach sales team
 - present training and information sessions and provide feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills in regard to:
 - researching, analysing and interpreting a broad range of written material
 - preparing reports
 - completing assessments
 - documenting results
 - interpreting and maintaining data
- leadership skills to:
 - plan and organise training and task completion for self and team
 - plan and review learning to address specific performance gaps
 - set and monitor training outcomes
 - technical skills to use sales techniques

Required knowledge

- business policies and procedures in regard to:
 - sales and service delivery
 - interaction with customers
 - performance appraisal
 - employee relations

- staff development
- business merchandise and service range
- relevant legislation and statutory requirements and industry codes of practices relating to the retail and wholesale industries
- principles and techniques in interpersonal communication
- leadership styles
- individual approaches to sales
- principles and techniques in teaching and learning, including:
 - giving feedback
 - coaching
 - assessment and performance analysis
 - group versus individual sessions
 - relevant needs analysis techniques and tools
 - facilitating learning and training skills and knowledge
 - principles of adult learning and required knowledge applied in training delivery
- Training Packages, competency-based approaches, training reforms and existing training materials conformance with national recognition requirements
- planning a training session, including:
 - resource requirements
 - assessment tools and strategy
 - timing and venue
 - required approvals (e.g. from management, trainer, assessor or trainee)
 - currency of competencies and assessment tools
- WHS aspects of job
- relevant industrial, legal and legislation relationships and requirements

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accurately identifies and confirms sales and related training needs
- prioritises training needs based on strategic and individual needs
- maintains concise documentation on consultations with appropriate personnel throughout the program development phase
- plans training sessions to meet specific

	performance gaps in individual and team competencies - tailors delivery of training sessions to meet individual and group learning styles - evaluates training performance to maximise targeted sales and related performance improvements.
Context of and specific resources for assessment	Assessment must ensure access to: - a sales workplace environment - relevant documentation, such as: - policy and procedures manuals - sales and service delivery targets and plans - records of sales and service - legislation and statutory requirements - industry codes of practice - a sales team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of the candidate in the workplace - third-party reports from a supervisor - review of portfolios of evidence - written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

<i>Sales team representatives</i> may include:	- full-time, part-time, casual or contract staff - people from a range of social, cultural and ethnic backgrounds - people with varying degrees of language and literacy levels.
<i>Problems</i> with ordering,	quality

distribution and delivery may involve:

- quantity
- coverage or content
- time schedules
- cost.

Sales and service techniques may include:

- gaining a customer
- closing a sale
- associated sales techniques, including trade-up, trade-in, tie-ins, cut-ins, range-ins
- negotiation skills
- over-the-phone
- empathy creation
- securing payment
- dealing with difficult customers.

Sales and service maximisation strategies may include:

- sales techniques
- territory management
- rapport building
- product knowledge
- administration procedures and requirements
- time management
- negotiation skills.

Training materials may include:

- Training Package Support Materials
- workbooks
- workshop guides
- background reading materials and documents
- handouts
- industry and enterprise competency standards
- supportive policies and legislation.

Training modules may be based on:

- industry Training Packages
- enterprise Training Packages
- national, state and local curriculum
- enterprise-based curriculum
- international standards
- international programs.

Company ***service and sales requirements*** may relate to:

- market share
- positioning with local businesses
- price
- quality
- volume of sales
- presentation or merchandising of products or

	- services - customer retention - shift in sales demographics.
Method of delivery for training may include:	- face to face - distance - lock step, partly self-paced or all self-paced - trainer-centred or participant-centred - real time or time independent - place dependent or place independent - interactive, for example: - audio or video conferencing - computer assisted - discussion.
Job-competency gaps may be identified via:	- industry and enterprise competency standards - licensing requirements - job descriptions - discussions with client group - observations of staff - enterprise skills audit reports - industry skills audit reports - standard operating procedures - benchmarking reports - industry publications and reports - government reports - market needs analysis reports.
Training and information sessions may be conducted:	- on the job - in a simulated setting - in a training organisation - in a combination of locations to suit the units of competency being learned or assessed - in a single-site or multi-site operation - in a simulated work environment.
Company policy and procedures in relation to:	- sale of products and services - performance appraisal - employee relations - staff development.

Unit Sector(s)

Cross-Sector

Competency field

Sales

SIRXSL008A Develop a sales strategy

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop a sales strategy to underpin the attainment of targets within a marketing plan.

Application of the Unit

This unit applies to sales team leaders or managers who evaluate current company sales strategies against agreed targets and collaboratively plan, review and implement sales strategies to meet business goals and outcomes.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review existing sales strategy.	1.1. Review current <i>sales strategy</i> for all <i>products and services</i> . 1.2. Compare and contrast current sales strategies for products and services. 1.3. Identify <i>joint business sales strategies</i> .
2. Devise a sales strategy.	2.1. Enhance efficient decision making on sales planning through securing <i>relevant information</i> . 2.2. Use appropriate tools to complete sales <i>planning and analysis</i> activities for a specific market. 2.3. Devise sales targets. 2.4. Review and set sales targets through involvement of <i>relevant people</i> using latest data.
3. Implement sales strategy.	3.1. Ensure sales targets underpin <i>business goals and outcomes</i> . 3.2. Ensure sales strategies support marketing and promotional plans.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to evaluate sales strategies
- interpersonal skills to:
 - present reports and present to groups and consult through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy skills to:
 - document strategic plans

- access and interpret information
- numeracy skills to:
 - interpret and maintain data
 - set territory sales targets that link to sales, marketing and strategic plans

Required knowledge

- business policy and procedures in regard to:
 - strategic planning
 - sales and service delivery
- principles and techniques in interpersonal communication
- business merchandise and service range
- existing sales plans
- joint promotional programs
- business and direct customer requirements
- information sources and their reliability and accuracy
- marketing and promotional planning targets
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses, analyses and integrates information regarding current company sales strategies
- develops realistic sales strategy targets that relate to strategic and business planning targets
- develops a successful sales strategy for a product or service in consultation with relevant personnel
- establishes procedures and mechanisms to collect and report on sales strategy during the development stage
- presents concise implementation procedures and review mechanisms for a sales strategy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a sales-oriented work environment
- relevant documentation, such as:

- strategic plans
- information on the internal and external operating environment
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Key elements of a ***sales strategy*** may include:

- promotional activities
- sales techniques
- territory management
- rapport building
- product knowledge
- administration procedures and requirements
- time management
- negotiation skills.

Products and services may be grouped by:

- brand
- merchandise classification
- category
- range
- customer.

Sales strategy may vary according to:

- product or service
- merchandising and sales strategy
- discount periods, e.g. annual sale

Joint business sales strategies will vary based on:

- promotional strategies and their duration, cycle, territory coverage and product or service focus.
- product, range, line, or category performance requirements
- objectives such as those for price, profit, brand share, market share.

Relevant information may include:

- current performance data
- sales and contracts
- forecasted trends and opportunities
- available resource commitments and capacity.

Planning and analysis activities for a specific market may include consideration of:

- location
- product and service mix
- packaging or presentation
- quality factors (time, cost, variations)
- access
- continuity.

Relevant people may include:

- internal or external consultants
- employees
- supervisors
- relevant managers.

Business goals and outcomes may include:

- key performance indicators
- strategic objectives
- price
- market and sales indicators
- brand value
- quality standards and criteria
- performance benchmarks
- milestones.

Unit Sector(s)

Cross-Sector

Competency field

Sales

SIRXSL009A Manage sales teams

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage a number of teams to achieve business objectives and optimal customer satisfaction with service and sales coverage.

Application of the Unit

This unit applies to senior sales personnel or team leaders who set, manage and review sales team targets, performance and territory management in accordance with business policy and relevant legislation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review sales team performance and procedures.	1.1. Obtain reports from sales teams in relevant detail, format and at agreed times. 1.2. Analyse and action sales team reports. 1.3. Review sales team visit procedures. 1.4. Determine sales team service procedures. 1.5. Analyse sales, costs and profits by territory , sales team and customer group . 1.6. Review performance using business procedures for assessing an individual's progress against performance indicators, career plans and development plans.
2. Manage sales team territory coverage.	2.1. Analyse current business position in territory and communicate to sales teams. 2.2. Ensure territory coverage plan delivers sales and service targets detailed for each territory. 2.3. Devise sales structures within and across territories. 2.4. Determine staff and resource requirements for territory coverage. 2.5. Set service levels for territories. 2.6. Allocate sales representatives to meet market needs. 2.7. Conduct regular reviews of territory coverage plans (including staff levels, targets and frequency of visits). 2.8. Communicate amendments and changes to territory coverage plans to relevant personnel .
3. Organise sales staff according to legislative obligations.	3.1. Determine legislation and requirements affecting sales staff. 3.2. Correctly describe provisions under industrial relations acts and legal requirements that affect day to day management of sales teams. 3.3. Ensure management of sales teams complies with industrial relations requirements and business policy and procedures . 3.4. Stimulate performance by using reward and compensation packages developed for sales teams.
4. Monitor product or service price	4.1. Collect information on competitors' pricing.

and cost structures.	4.2. Report pricing activity to relevant personnel.
	4.3. Communicate adjustments or changes required to current price or performance objectives and projections to relevant personnel (in company, suppliers and customers).
5. Monitor and reset sales team objectives.	5.1. Set and review budgets and quotas for sales teams and individuals.
	5.2. Support and coordinate sales team meetings.
	5.3. Action outcomes from sales team meetings according to business policy and procedures.
	5.4. Conduct regular reviews to monitor implementation of sales team meetings outcomes.
	5.5. Report back to sales teams on actions completed.
	5.6. Review sales and pricing strategies to support revised sales and service objectives.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - manage sales team territory coverage
 - communicate pricing activity and adjustment or changes to relevant personnel
 - support and coordinate meetings, including making presentations, through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- numeracy skills to:
 - interpret and maintain data
 - review budgets and quotas
 - calculate costs and pricing arrangements
- leadership skills to supervise and delegate tasks to sales teams

Required knowledge

- principles and techniques in:
 - interpersonal communication
 - leadership

- group facilitation
- performance analysis and assessment
- strategic and procedural development and implementation
- relevant performance indicators and requirements within:
 - sales plans
 - promotional plans
 - marketing plans
 - business plans
 - strategic plans
 - existing staff and associated sales team resources
 - industrial and employee relations
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- prepares action plans for sales teams based on achievable sales targets
- manages sales team resources and requirements to budget
- demonstrates ability to work with team leaders, staff and managers to achieve priority tasks and strategic responsibilities affecting sales teams
- manages sales teams to achieve market, product or service, and territory targets in accordance with business policy and relevant legislation
- reviews and reports on sales team activity and feedback
- accurately and effectively communicates summary information from work outputs to senior and junior colleagues.

Context of and specific resources for assessment

Assessment must ensure access to:

- a sales workplace environment
- relevant documentation, such as:
 - policy and procedures manuals

- sales and service delivery targets and plans
- records of sales and service
- legislation and statutory requirements
- industry codes of practice
- WHS legislation and codes of practice
- sales teams.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Sales team ***reports*** may contain information on:

- purchase requests and orders
- records of supplier performance
- competitor activities
- recalls
- product problems
- display disputes
- business customer requests
- end consumer complaints
- sales contact history.

Sales teams may include:

- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Territory may be defined by:

- size, type and location of customers
- demographic parameters
- territory size, location and geographic spread
- account customers.

Customer groups may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- end consumers
- business customers.

Communication may include:

- verbal
- individuals or groups
- formal or informal meetings
- written correspondence, memos
- email, fax, telephone.

Territory coverage plan may take into account:

- relevant business policy and procedures
- relevant legislation and statutory requirements
- types of products and services provided
- size, type and location of business
- business merchandise range
- characteristics of the specific products or services
- customer demographics
- customer confidence and expectations.

Resource requirements may include:

- people
- materials
- equipment and technology
- budget
- time
- training and development
- relevant information.

Relevant personnel may include:

- supervisor and manager
- team members.

Legislation and requirements affecting sales staff may include:

- equal employment opportunity (EEO)
- Australian apprenticeships
- disciplinary procedures
- awards and agreements
- wages and conditions

Business policy and procedures
in relation to:

- Trade Practices and Fair Trading Acts
- environmental protection legislation
- WHS requirements
- transport, storage and handling of goods
- pricing procedures, including GST requirements
- privacy laws
- sale of second-hand goods.
- employee relations and staff development
- sale of products and services
- strategic planning and evaluation
- pricing.

Reward and compensation packages may include:

- positive feedback presentation to junior colleagues, peers and management
- prizes
- certificates
- financial bonuses
- sales commissions
- positive reinforcement through articles on performance in newsletters.

Review of budgets and quotas
for sales teams may be based on:

- feedback
- performance
- forecasts.

Unit Sector(s)

Cross-Sector

Competency field

Sales

SIRXSL410 Lead a sales representatives team

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL006A Lead a sales team.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead a sales team to achieve the business objectives governing sales and service for a defined customer group or territory.

It covers leadership through the management of the team and its resources, while encouraging the modelling of sales and service values and behaviour.

Application of the Unit

This unit applies to senior sales personnel.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Build a sales team.	1.1. Identify individual <i>team members'</i> specific needs and concerns. 1.2. Identify and address operational contingencies specific to individuals, contexts, times or territories. 1.3. Comply with management practices to achieve personal performance indicators. 1.4. Action and follow up <i>team needs and requests</i> , according to workplace requirements. 1.5. Build and maintain team <i>communication</i> through clarity of decisions and timely management response. 1.6. Identify and resolve breakdowns in communication and trust relationships according to workplace procedures.
2. Manage territory and sales team coverage.	2.1. Communicate service levels and sales performance targets for sales team representatives and ensure they are understood by individuals. 2.2. Secure <i>reports</i> from sales team members and ensure they conform to agreed detail, format and deadlines. 2.3. Analyse and action sales team members' reports according to workplace requirements.
3. Manage sales team resources.	3.1. Deploy budget and resources to the sales team according to operational requirements. 3.2. Motivate team members to achieve individual and collective <i>sales and performance targets</i> . 3.3. Determine <i>equipment and resource requirements</i> for sales team operations. 3.4. Establish procedures for sales team to request resources. 3.5. Manage sales team equipment to budget and operational requirements. 3.6. Process sales team requests for additional resources within required timeframe. 3.7. Monitor compliance of sales team resource expenditure with budget.
4. Conduct sales	4.1. Organise and resource sales team <i>meetings</i> as required.

team meetings.	4.2.Facilitate sales team meeting to achieve agreed agenda and objectives.
	4.3.Record and report meetings according to established procedures.
	4.4.Ensure field and sales team meeting outcomes are satisfied.
5. Model sales and service values and behaviour.	5.1.Ensure personal sales, service and management activities reflect business sales and service policies and procedures.
	5.2.Ensure personal behaviour reflects the values and culture encouraged by the business.
	5.3.Ensure personal performance and interpersonal communications reinforce business policy and procedures .
	5.4. Model business expectations and commitment through personal performance to achieve team objectives.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - communicate with team, including communicating performance targets
 - give instructions
 - motivate team and conduct meetings through clear and direct communication
 - negotiate with team members and customers
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- leadership skills to:
 - conduct sales team meetings effectively
 - model sales and service values and behaviour
 - plan and organise task completion for self and team
 - promote efficient use of resources and promote sustainability
 - set and monitor team outcomes
 - train and mentor team members
- literacy and numeracy skills to:
 - document results
 - estimate volume
 - interpret and maintain data
 - monitor budget and resource expenditure

- prepare reports
- present information
- research, analyse and interpret a broad range of written material
- set territory sales targets that link to sales, marketing and strategic plans

Required knowledge

- business merchandise and service range
- business merchandising plan
- business policies and procedures in regard to:
 - delegation and decision making
 - interaction with customers and other team members
 - sales and service delivery
- techniques for modelling positive attitudes and behaviours
- customer demand and market trends
- leadership styles
- work health and safety (WHS) requirements relevant to sales team activities
- principles and techniques in interpersonal communication
- product quality standards
- range and availability of new products and services, especially those with enhanced sustainability features
- relevant legislation and statutory requirements relating to leading a sales representatives team
- team formation techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- models and activates positive behaviours and attitudes in team, leading by example
- sets and communicates performance standards, sales targets and individual performance requirements to team members
- evaluates and amends leadership style to meet work team, contingency and performance contexts
- communicates sales and service targets and plans, and provides feedback on operations and outcomes to relevant personnel according to store policy
- manages effective service coverage and sales targets for a customer group or territory.

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as: • policy and procedures manuals • sales and service delivery targets and plans • records of sales and service • legislation and statutory requirements • industry codes of practice • a team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Team members may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Team needs and requests may relate to resources, such as:	• budget • equipment and technology • materials • people • time.
Communication styles may include:	• body language, including facial expressions • reading and writing • speaking and listening

- Sales **reports** may include information on:
- using languages other than English, including:
 - local community languages, including Indigenous languages
 - visual languages, such as sign language.
 - business customer requests
 - competitor activities
 - display disputes
 - end consumer complaints
 - product problems
 - recalls.
- Sales and performance targets** may include:
- customer retention
 - market share
 - positioning with local businesses
 - presentation or merchandising of products or services
 - price
 - quality
 - shift in sales demographics
 - volume of sales.
- Sales and performance targets** for a sales team may vary with:
- brand type
 - marketing campaigns
 - merchandising and sales strategy
 - product or service
 - promotional strategies and their duration, cycle, territory coverage and product or service focus
 - territory sales.
- Equipment and resource requirements** may include:
- consumables
 - merchandising and promotional materials
 - pay
 - transportation
 - uniforms.
- Meetings** may be:
- single location or multi locations, using:
 - videoconferencing
 - internet
 - face-to-face
 - formal or informal.
- Business **outcomes** may include:
- brand value
 - key performance indicators
 - market and sales indicators
 - milestones
 - performance benchmarks
 - price
 - quality standards and criteria

Business **values and culture** may include:

- strategic objectives
- sustainability.
- chain of command
- mission statement
- organisational structure, including own position and role within the structure
- workplace goals
- workplace policy and procedures.

Business policy and procedures in regard to:

- interaction with customers
- interaction with other team members
- WHS
- quality assurance and control
- sale of products and services.

Modelling business expectations and commitment through personal performance may involve:

- coaching
- communication
- demonstration
- job behaviour
- observation and job shadowing
- reflection and discussion.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SIRXSRM801 Lead the organisation through change

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a change strategy and process. This requires analysing the environment, considering risks and opportunities, and developing a structured process to respond to the environment change. The ability to lead and motivate staff through the change process is also essential to success.

Application of the Unit

This unit may apply to managers and leaders with strategic and direction-setting responsibilities within their organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse the environment and change drivers.	1.1. Conduct <i>research</i> to identify <i>drivers of change</i> within the business environment. 1.2. Review the organisation's strategic and business plans to ensure their capacity to respond to the environment change. 1.3. Take steps to ensure change processes support the principles of <i>sustainability</i> . 1.4. Identify and prioritise potential change processes for further action.
2. Analyse barriers to change.	2.1. Review internal and external data to identify <i>trends in customer and stakeholder behaviour</i> that will indicate future preferences. 2.2. Identify, size and assess the <i>risks</i> associated with implementation of the change process. 2.3. Identify and analyse the resources required to support the implementation of a change process. 2.4. Review and quantify the impact of change on existing organisational structures, customer behaviour, resourcing and profitability. 2.5. Assess the capacity of the organisation to respond to the change requirements. 2.6. Assess the impact of <i>legislative or regulatory requirements</i> on the change processes that are developed.
3. Prepare a strategy for change.	3.1. Identify and cost the human and other resources required to implement change. 3.2. Consult with key decision makers to refine and finalise a strategy to support change. 3.3. Develop a timeframe for the change process. 3.4. Identify criteria to measure the outcomes and performance of the change process. 3.5. Develop, test, prioritise and document <i>strategies to drive change</i> .
4. Implement and lead change.	4.1. Identify and brief team members who will drive implementation of the change. 4.2. Build a shared understanding and staff commitment to change

through the communication of the objectives, processes and timelines to be achieved.

- 4.3. Put in place processes to implement and monitor the change strategy.
- 4.4. Communicate benefits and processes of change to customers and stakeholders.
- 4.5. Seek feedback on impact of change during implementation and make adjustments to strategies as required to ensure positive outcomes.
- 4.6. Manage conflict between individuals according to organisational procedures.
- 4.7. Provide ongoing feedback to staff, customers and stakeholders of progress and outcomes achieved.
5. Evaluate outcomes of change process.
 - 5.1. Quantify and analyse outcomes achieved from the implementation of the change measured against established criteria.
 - 5.2. Quantify and analyse the sustainability of the change and the capacity to add value to the business.
 - 5.3. Analyse and recommend opportunities for future organisational change and improvement in line with organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- administration and management skills to:
 - analyse resources
 - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
 - research environmental issues
 - select strategies that best match the organisation's requirements
- technology skills to use computer applications to support planning and research

Required knowledge

- concepts and models of:
 - change and change management
 - leadership and management
 - organisational culture
- concepts of risk management planning and processes
- performance and accountability models and processes

- impact of organisation's culture on acceptance of change
- organisational mission, vision, values and goals
- organisational strategy, policy and procedures
- principles of economic, environmental and social sustainability in relation to change management in the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the drivers and barriers to change
- prepares a strategy to foster change
- demonstrates personal skills and strategies to lead change within a team or organisation
- evaluates change outcomes.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- current and varied range of text and online information sources
- changes to legislative or regulatory requirements that may impact on business operation
- external market data
- relevant organisational performance data indicators
- staff in a variety of job roles
- strategic and business plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Research may include:

- primary research accessed or commissioned from external sources
- primary research conducted in-house, including:
 - qualitative research
 - quantitative research
- search of publicly available annual reports for listed companies
- search of publicly available business records
- secondary research, including publicly available data accessed through desk-based research.

Drivers of change may include:

- competitor pressure
- customer behaviour
- demographic changes
- economic conditions and cycles
- ownership or shareholder changes
- product or service developments
- profitability increase or decrease
- supplier pressure
- technological developments.

Sustainability principles include:

- economic sustainability, over time
- environmental sustainability, over time
- social sustainability, over time.

Trends in customer and stakeholder behaviour may result in changes to:

- brand alignments
- buying patterns
- loyalty or shifts in loyalty
- participation in events, offers and programs
- service level expectations and requirements.

Risks may include:

- change to government policy and programs
- changing client requirements
- cost over-runs
- cyclical changes within the industry or region
- difficulty in accessing funds
- emergence of new technologies

Legislative or regulatory requirements may include:

- inability to access necessary skills within the workforce
- legal proceedings
- potential for disruption to existing services and products
- staff dissatisfaction
- strength of existing or new competitors
- tightened economic environment
- time delays due to the planning and decision-making process.
- alcohol and liquor laws
- emergency management
- employment laws
- environmental standards and protection
- food safety and handling
- intellectual property and licensing
- local government authority planning and permit requirements
- merchandising licensing
- public safety, including fire safety
- responsible serving of alcohol
- Australian consumer law
- traffic management
- work health and safety (WHS).
- changed decision-making and delegation processes
- changed organisational structure
- changed role responsibilities of staff
- identification of new markets
- identification of new products and services
- reviewed or new planning processes
- reviewed or new work processes.

Strategies to drive change may include:

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM802 Lead the development of business opportunities

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, analyse and implement programs that will provide opportunities for business growth.

Senior managers and business owners must have awareness of the trends and emerging patterns within industry and their customer groups.

The ability to exercise judgement in the pursuit of new business relationships will result in positive benefits for the organisation. The ability to weigh up options and make decisions based on how well new opportunities align with the strategic positioning, goals and capacity of the organisation as a whole is also central to success.

Application of the Unit

This unit may apply to senior managers and business owners with responsibility for developing new business opportunities for their organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse areas of potential new business.	1.1.Consult with business owners and key staff members within the organisation to canvass and identify areas that may offer future business opportunities. 1.2.Review research to provide relevant knowledge about the business environment and emerging trends. 1.3.Analyse the strengths and weaknesses of competitors. 1.4.Identify and evaluate opportunities and threats from the internal and external environments. 1.5.Consult with current clients and stakeholders to enhance understanding of their preferred products and services.
2. Analyse organisational strengths and weaknesses.	2.1.Review internal documentation to build understanding of organisational capacity to respond to new business opportunities. 2.2.Put in place structured processes to identify organisational strengths and weaknesses. 2.3.Conduct a financial analysis to determine the cost of current sales or service delivery and the returns generated to the organisation. 2.4.Gather and analyse relevant research that assesses current customer satisfaction.
3. Prepare a business development plan.	3.1.Negotiate and determine required outcomes, objectives and performance measures for the business development plan. 3.2.Prepare feasibility studies and reports that assess viability, profitability and sustainability of development opportunities. 3.3.Test business development initiatives for acceptance in the marketplace. 3.4.Analyse risks associated with the initiative and ensure compliance with legislative and regulatory requirements.

- 3.5. Prioritise potential business development opportunities for action.
 - 3.6. Develop a business plan to support the priority initiative, ensuring it is fully costed and resourced.
 - 3.7. Seek approval where required for the business development plan according to organisational policies and procedures.
4. Manage the implementation of the business opportunity.
 - 4.1. Design, develop and implement the strategy to deliver the new business initiative using identified organisational protocols and processes.
 - 4.2. Identify and allocate financial and non-financial resources to support the delivery of the business development opportunity.
 - 4.3. Develop and oversee the roll-out of **marketing and communication processes** to the target market launching the new business initiative.
5. Evaluate the success of the initiatives.
 - 5.1. Monitor and evaluate new business initiatives against desired outcomes and performance measures.
 - 5.2. Identify and oversee implementation of techniques for building repeat business and sustained client relationships.
 - 5.3. Review the business development plan in line with changing organisational and business requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - apply lateral and creative thinking to the development of new opportunities
 - demonstrate management skills
- interpersonal skills to negotiate and persuade
- literacy and numeracy skills to:
 - prepare complex business documents, such as business cases
 - present information to and consult with staff, business owners, clients and stakeholders
 - analyse profitability of new opportunities
- planning and organising skills to develop and manage the implementation of new business opportunities
- problem-solving and analytical skills to:
 - assess new growth opportunities
 - analyse strengths and weaknesses of competitors
 - evaluate client preferences

- exercise judgement and decision making when selecting opportunities for business development

Required knowledge

- budgeting and financial planning procedures
- concepts and models of:
 - business case and plan development
 - effective communication
 - risk management planning and processes
- industry and client networks and their operation
- organisational policies and procedures related to business development

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- researches and consults to identify areas for future business development
- uses analysis and judgement to weigh risks and establish priorities for development
- develops a business plan that demonstrates business viability and resource requirements for success
- develops an implementation process to ensure effective roll-out of the business initiative

	• evaluates success of business initiative against clear performance indicators.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • current and varied range of relevant text and online information sources • relevant internal documentation, including: • customer profiling data • payroll data and trends • sales data and trends • stock turnover data • strategic and business plans • relevant publicly available data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Research may include:

- primary research accessed or commissioned from external sources
- primary research conducted in-house, including:
 - qualitative research

Strengths and weaknesses of competitors may be analysed using tools, including:

- quantitative research
- search of publicly available annual reports for listed companies
- search of publicly available business records
- secondary research, including publicly available data accessed through desk-based research.
- mystery shopping to identify customer service standards and products or services offered
- analysis of substitute services, such as:
 - use of internal and informal skill development
 - free vendor training
- interviews with clients regarding past experiences
- document and website analysis
- Porter's Five Forces analysis
- SWOT analysis.

Opportunities and threats may be generated by factors, including:

- changed client needs and preferences
- changed competitor environment
- changed government policy settings
- declining industries
- emerging competitors
- macro-economic trends that can dampen or stimulate demand and influence client confidence
- new and emerging industries
- new or changing technologies
- size and profile of the potential market.

Internal documentation may include:

- customer profiling data
- payroll data and trends
- sales data and trends
- stock turnover data
- strategic and business plans.

Financial analysis may be conducted using a range of techniques, including:

- balance sheet analysis
- break even analysis
- cash flow analysis
- cost-benefit analysis
- daily sales and trend analysis
- gross profit
- profit and loss analysis
- return of assets analysis
- return on investment (ROI) analysis
- sales per employee
- sales per square metre of floor space
- sales to inventory ratio

Business development initiatives:

- stock turnover rate.
- are diverse and reflect the nature and structure of the industry in which the organisation operates
- may include the following broad categories:
 - developing and selling new services to existing clients
 - developing and selling new services to new clients
 - expanding volume of current services sold to existing clients
 - selling current services to new clients.

Legislative and regulatory requirements may include:

- alcohol and liquor laws
- emergency management
- employment laws
- environmental standards and protection
- food safety and handling
- intellectual property and licensing
- local government authority planning and permit requirements
- merchandising licensing
- public safety, including fire safety
- responsible serving of alcohol
- Australian consumer law
- traffic management
- work health and safety (WHS).

Marketing and communication processes may include:

- advertising
- brand management
- internet and 'viral' marketing
- personal selling
- product placements
- promotions
- public relations
- social networking sites
- sponsorships
- word of mouth.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM803 Lead and develop staff

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and develop staff within a diverse and dynamic industry, such as the retail industry.

Building a strong team culture, setting clear goals for performance, and motivating and leading team members are essential for business success. It is also critical that the appropriate profile and number of staff are available to drive the business and that legal and regulatory requirements for the engagement of staff are fully reflected in organisational practice.

The application of a clearly thought out leadership style and an understanding of the motivation and psychology of teams are required for effective performance.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners with significant responsibility for managing and leading a team.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan the staffing needs of the organisation.	1.1. Identify and analyse organisational vision, mission, and goals to inform understanding of staffing requirements. 1.2. Analyse current and projected volume and type of work to be undertaken. 1.3. Assess existing staff skills, knowledge and behaviours to ensure access to the required mix and level of skills. 1.4. Identify need for additional staff to meet organisational human resource requirements. 1.5. Ensure appropriate <i>HR policies</i> are in place to support the effective operation of staff and the organisation.
2. Analyse and apply personal leadership skills.	2.1. Review and assess personal <i>leadership style</i> for impact on the successful management of the team and other work responsibilities. 2.2. Analyse and reflect upon <i>personal characteristics</i> and style of working and the impact on the operation of the organisation. 2.3. Assess current personal skills and knowledge and match to organisation's immediate and longer-term needs. 2.4. Seek professional development opportunities to meet organisational needs and support longer-term personal career choices.
3. Lead the team effectively.	3.1. Establish and foster effective and open communication channels with staff. 3.2. Provide clear guidance to staff regarding individual and team work roles and performance expectations in line with organisational policies. 3.3. Communicate updates of the organisation's plans and business needs to staff to engender their active involvement. 3.4. Provide opportunities to staff to be involved in planning processes

- and the review and improvement of work processes.
- 3.5.Foster effective team collaboration and take a leadership role to resolve intra-team conflict.
- 3.6.Develop, trial and implement effective strategies to facilitate team growth and increase **motivation**.
4. Monitor staff performance.
- 4.1.Establish and communicate the goals and objectives of roles in line with organisational policies.
- 4.2.Conduct **performance appraisals** according to the organisation's standard procedures and using a structured performance appraisal system.
- 4.3.Analyse results of performance appraisals to identify resource requirements and professional development needs of staff.
- 4.4.Provide **support to individuals and teams** to enhance performance and achievement of organisational goals and the effective completion of work requirements.
- 4.5.Manage poor performance in line with organisational standards, policies and procedures, and legal requirements.
5. Review and respond to the development needs of staff.
- 5.1.Identify current and future **staff development needs** using a range of methods and in line with organisational policies.
- 5.2.Provide ongoing personal advice, coaching and mentoring to staff to build skill and team performance.
- 5.3.Provide opportunities for staff to develop their skills and knowledge within the organisation in line with organisational policies.
- 5.4.Include cost of staff training and development needs in relevant budgets and operational plans.
- 5.5.Provide feedback and direction to staff on the professional development needs that will be provided.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - convey organisational values to a range of section, department or store managers and staff
 - interact with staff from diverse backgrounds
- leadership and management skills to motivate staff to embrace and act on organisational values
- problem-solving skills to:

- analyse performance appraisals and manage poor performance
- develop strategies to improve team performance

Required knowledge

- adult learning and development processes
- communications theories and methodologies
- leadership styles and their application
- legislative and regulatory requirements governing employment and contracting of staff
- methodologies for performance management and review
- organisational mission, vision, values and goals
- organisational policies and procedures for employing and contracting staff
- psychology of teams
- theories of motivation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses organisational staffing needs and plans for future skill requirements
- understands personal leadership style and delivers leadership that is appropriate to organisational needs
- demonstrates effective team leadership, built on open communication, clear identification of performance requirements, and articulation of organisational goals and objectives
- provides staff development and support to achieve organisational outcomes
- manages staff performance according to organisational and legislative requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- current relevant range of text and online information sources
- a structured performance appraisal system
- organisational human resources policies and procedures
- retail store or department staff.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

appropriate for this unit:

- observation of performance in the workplace
- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

HR policies must conform to current legal requirements and may include:

- application of industrial relations legislation and regulation (e.g. Fair Work Act)
- enterprise bargaining agreements and awards
- HR administration of records and databases
- induction processes and programs
- job description and performance appraisals
- leave entitlements
- work health and safety (WHS)
- recruitment and selection
- remuneration practices
- rewards and recognition practices
- termination procedures
- workforce capacity planning.

Leadership style can be understood by reference to a range of theories that may include:

- behavioural theories, such as:
 - role theory
 - the managerial grid
- contingency theories, such as:
 - Fiedler's least preferred co-worker (LPC)
 - cognitive resource
 - strategic contingencies
- great man theory
- participative leadership styles, such as:

- Lewin
 - Likert
 - situational leadership, such as:
 - Hersey and Blanchard's situational leadership
 - Vroom and Yetton's normative model
 - House's Path-Goal theory of leadership
 - trait theory
 - transactional leadership, such as leader-member exchange (LMX) theory
 - transformational leadership, such as:
 - Bass' transformational leadership theory
 - Burns' transformational leadership theory
 - Kouzes and Posner's leadership participation inventory.
 - that impact on individual's performance within the workplace and leadership may be understood by reference to theories and techniques, including:
 - emotional intelligence inventories
 - Morey's Personality Assessment Inventory
 - Myers-Briggs Personality Indicator Test (MBTI)
 - 16 Personality Factor (16 PF) questionnaire.
- Personal characteristics:**
- Motivation** of staff may be understood by reference to theories, including:
- David C. McClelland's theories of achievement motivation
 - Herzberg's motivation theory
 - Maslow's hierarchy of needs
 - Theory X
 - Theory Y.
- Performance appraisals** may include:
- 360 degree feedback
 - counselling meetings
 - formal annual, half yearly or quarterly performance appraisals Note: performance appraisals may be linked to outcome targets negotiated annually with staff members
 - informal one-to-one review discussions
 - probationary reviews.
- Support to individuals and teams** to improve and enhance workplace performance may include:
- additional capital resources, such as updated software or technology
 - additional human resources
 - buddy systems
 - coaching
 - counselling
 - mentoring
 - on or off-the-job training and development.
- Staff development needs**
- changes to work practices and processes

- may be determined by many factors, including:
- customer feedback
 - individual staff requests for training
 - introduction of new technologies or software applications
 - performance appraisals
 - staff surveys
 - supervisor reports on individual staff.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM804 Continuously improve operational retail processes

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure the principles and practices of continuous improvement are embedded within the organisation.

Effective process improvement requires a thorough analysis of current organisational processes and methodologies. Opportunities for process improvement are carefully analysed against set criteria and decisions for change and improvement are documented and communicated. Principles of sustainability are also used to ensure changes will have longevity and will add value to the organisation and wider community.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners within the retail industry with significant responsibility for managing and improving the operations of an organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess the benefits of continuous improvement and quality management.	1.1. Research and analyse the <i>concepts, principles and tools of quality management and continuous improvement</i>. 1.2. Evaluate potential uses and benefits of formal quality management and continuous improvement processes and communicate the outcomes to team members and senior management. 1.3. Research the current and future service requirements of customers.
2. Use performance measures to drive improvement.	2.1. Establish financial and <i>non-financial</i> performance measures and evaluation criteria for the organisation or for specific projects or services. 2.2. Gain agreement from relevant stakeholders and staff to financial and non-financial performance measures and evaluation criteria. 2.3. Monitor services or processes to ensure they meet identified needs and service expectations. 2.4. Monitor trends in customer/stakeholder satisfaction and service usage to identify opportunities for improvements to services or processes. 2.5. Report and review issues of service quality using standard organisational processes and timeframes.
3. Design and implement changed and improved processes.	3.1. Analyse and select a <i>change process</i> to drive the process improvement. 3.2. Recommend and communicate to appropriate staff the changes to operational processes, projects or services that are to be implemented. 3.3. Inform staff members of improvement plans, their goals and changes to operational procedures. 3.4. Select and implement strategies to gain commitment for <i>change</i>. 3.5. Implement improvement projects within agreed timelines. 3.6. Monitor and report the effectiveness and benefits of the implemented changes. 3.7. Review outcomes of the change and improvement processes to promote further learning and continuous improvement across the

organisation.

4. Embed sustainability within improved processes.
 - 4.1. Identify and prioritise **opportunities** for the implementation of sustainable policies and practices.
 - 4.2. Analyse strategic and longer-term impacts of change and improvement processes on the future effectiveness and sustainability of the organisation.
 - 4.3. Review current organisational policies and processes and take steps to retro-fit and embed sustainability principles as part of process improvement.
 - 4.4. Take steps to ensure changed processes conform to legal requirements, organisational policies and **sustainability principles**.
5. Manage monitoring and accountability processes.
 - 5.1. Establish **reporting mechanisms** and communicate expectations to staff.
 - 5.2. Report results of service reviews against desired targets in line with standard organisational policies and procedures.
 - 5.3. Measure and document the outcomes of quality and improvement processes and report to stakeholders in line with standard organisational policies and procedures.
 - 5.4. Analyse and resolve service shortfalls in line with organisational policies and procedures, including customer service standards.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- administration and management skills to:
 - research and access information
 - coordinate activities
 - manage time, including planning and prioritising work
- analytical and problem-solving skills to:
 - review and analyse business processes
 - select strategies that best match the organisation's requirements
- communication and interpersonal skills to:
 - negotiate performance measures
 - persuade staff to embrace change
 - prepare complex business reports on implementation of changed processes and outcomes
- initiative and enterprise skills to:

- identify and implement opportunities for business improvement
- set goals and objectives

Required knowledge

- concepts and models of:
 - change management
 - effective communication
 - operational planning
- concepts of organisational culture and change principles
- continuous improvement models and tools
- industrial relations arrangements and other legal requirements
- service standards and performance targets

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrates understanding and application of the concepts and models of continuous improvement, quality management and change management
- identifies and analyses future industry trends and customer requirements that will drive requirement for organisational and process change
- shows leadership and management skills to implement, manage and promote sustainable change
- plans for change and process enhancement
- establishes and closely manages implementation processes ensuring timelines, budgets and performance indicators are met.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a total quality management system
- current relevant range of text and online information sources
- current organisational policies and processes
- retail store or department staff
- organisational key performance indicators.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

appropriate for this unit:

- observation of performance in the workplace
- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Concepts, principles and tools of quality management and continuous improvement may include:

- Total Quality Management (TQM), including Six Sigma
- ISO 9000 and the processes for certification
- failure mode and effects analysis
- benchmarking
- continuous improvement methodologies, including Kaizen
- 'lean transformation' processes, sometimes known as the 'Toyota Lean Model' or the 'Toyota Production Model'.

Non-financial performance measures may include:

- customer satisfaction ratings
- completion times for projects measured against project plans
- volume of repeat business
- number of business referrals
- industry awards received
- performance in industry benchmarking studies
- staff feedback received
- work complying with codes and standards.

Change process should be planned and monitored and may entail:

- processes to:
 - plan for the change
 - implement the change
 - reinforce the change
- steps to support staff during the change, including:
 - coaching and mentoring
 - training interventions

- revised process documentation
 - feedback and appraisal processes
 - reward and recognition processes.
- Change** and change management may be analysed by reference to theories that may include:
- Kotter: eight steps to successful change
 - Lewin: change model
 - Prosci: ADKAR model
 - Kruger: Change Management Iceberg.
- Opportunities** for the application of sustainability principles, policies and processes may include:
- application of:
 - fair trading practices
 - socially responsible investment practices
 - conservation of resources
 - economic growth that does not compromise needs of future generations
 - good governance
 - minimisation of pollution
 - new and efficient technology use
 - use of alternative and renewable energy
 - waste reduction.
- Sustainability principles** may include:
- economic sustainability, over time
 - environmental sustainability, over time
 - social sustainability, over time.
- Reporting mechanisms** may include:
- non-financial and financial system reports, including budgets
 - informal reporting methods, such as regular team and departmental meetings.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM805 Lead the strategic planning process in a service environment

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead the development of high-level strategic plans for a retail organisation. This entails the analysis of the environment, identification of risks and opportunities, and specification of strategic directions that serve the vision and mission of the organisation. Establishing financial and non-financial performance indicators and monitoring them are critical to success.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners with significant responsibility for setting the strategic direction of a service organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate the strategic planning process.	1.1.Consult extensively with business owners and senior staff to determine the <i>parameters</i> that will be used for the planning process. 1.2.Analyse previous strategic and business plans to identify strengths and weaknesses and inform current processes. 1.3.Develop or select a planning methodology to drive the process. 1.4.Identify and brief stakeholders who will contribute to the plan's development. 1.5.Negotiate and allocate human and other resources required to support the planning process. 1.6.Negotiate and determine a timeframe for the completion of the strategic plan.
2. Conduct an environmental and organisational scan.	2.1.Research <i>best practices and trends</i> within the retail industry. 2.2.Collect and analyse demographic and trend data to provide profiling information about the organisation's customer base. 2.3.Collect and analyse <i>industry intelligence</i> into the strengths and weaknesses of competitors. 2.4.Analyse the strengths, weaknesses, opportunities and threats (SWOT) of the organisation and its environment. 2.5.Identify <i>risks</i> that could constrain the achievement of organisational goals in the short, medium and long term. 2.6.Consult with stakeholders to identify issues and expectations affecting the organisation's operations.
3. Establish organisational directions.	3.1.Implement processes to engage staff and relevant stakeholders in the planning process, ensuring ownership of an agreement to the plan's outcomes. 3.2.Seek staff and stakeholder input into establishing the organisation's vision, mission, values and major goals. 3.3.Provide leadership to establish the organisation's key result areas and performance measures.
4. Develop the strategic plan.	4.1.Manage the development of the detailed activities that will be required to achieve organisational goals.

- 4.2. Manage the development of specific performance indicators to enable the measurement of success.
 - 4.3. Identify, cost and budget the **resource levels** required to implement the plan.
 - 4.4. Consult with experts and staff to review the organisation's brand management strategy and positioning within the market place.
 - 4.5. Undertake consultation, communication and negotiation to gain commitment to the process and the plan.
 - 4.6. Obtain sign-off and commitment to the finalised strategic plan from relevant stakeholders and participants.
5. Manage the implementation process.
 - 5.1. Manage the development of the tactical or **operational** annual plans required to implement the longer-term strategic plan.
 - 5.2. Plan and prioritise the allocation of human, financial and capital resources to enable implementation.
 - 5.3. Put strategies in place to skill the workforce to ensure effective implementation.
 - 5.4. Communicate with staff and stakeholders during the implementation process to ensure commitment and gain feedback.
 - 5.5. Monitor performance of the implementation process against agreed benchmarks and performance indicators.
 - 5.6. Monitor outcomes of the strategic and operational plans in line with agreed organisational processes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to evaluate business strengths and weaknesses
- communication and interpersonal skills to:
 - consult with:
 - business owners and senior staff to establish planning process parameters
 - stakeholders to identify issues and expectations affecting the organisation's operations
 - experts and staff to review the organisation's brand management strategy and position within the marketplace
 - gain staff and stakeholder commitment and feedback during the implementation process
 - negotiate to:
 - allocate human and other resources to develop and implement the plan

- determine planning timelines
- seek staff input to identify organisation's vision, mission, values and major goals
- planning skills to:
 - analyse the operational environment
 - develop business goals
 - develop operational plans
- initiative and enterprise skills to develop organisational vision and mission
- time-management skills to plan and prioritise work

Required knowledge

- budgeting and financial management practices
- concepts and models of strategic planning processes, including:
 - environmental analysis
 - SWOT
 - establishing a vision and mission
 - goal setting
 - activity setting
- establishing key performance indicators and measures
- industry trends, including changes to technology and customer preferences
- organisational resource requirements to undertake large and complex projects
- practices and procedures for financial management
- risk management processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- researches and analyses to identify industry trends and organisational requirements
- demonstrates communication and management skills to design and drive a strategic planning process
- develops a strategic plan that reflects organisational needs, positions the organisation for success, and is underpinned by sound financial and other analysis
- harnesses resources and staff commitment to ensure implementation of the detailed tactics required for business success.

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • current range of text and online information sources on industry intelligence, best practice and trends within the retail industry • previous strategic and business plans • retail managers and staff across the organisation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Parameters may include:	• budget • timeframe.
Best practices and trends may include:	• emerging or changed use of technologies, including: • e-retailing • radio frequency identification devices (RFIDs) • self-service checkouts • social networking media as a marketing and sales channel • company structures, including trends towards: • changed ownerships • merged or diversified organisations • multi-service organisations • new or changing levels and ranges of services and products, including:

- blurring of product categories (e.g. bookshops with cafes)
- brand extension
- customisation of products and services
- generationally targeted products (e.g. for the over 50s)
- polarisation of cost of goods (focus on high end and discount).

Industry intelligence may include:

- data available from industry associations
- information gained through industry networks
- market research, including mystery shopping
- published reports on industry composition
- search of publicly available annual reports for listed companies
- search of publicly available business records.

Risks may include:

- access to skilled workforce
- change to regulatory or licensing environment
- changing customer behaviours and requirements
- cyclical changes within the industry or region
- difficulty in accessing funds
- emergence of new technologies
- ill health of principal or key staff
- legal proceedings
- reliability of suppliers
- strength of existing or new competitors
- tightened economic environment.

Resource levels may include:

- consultant costs
- cost of floor space
- cost of new or changed security systems
- cost of stock
- funding of business expansion
- human resources
- infrastructure
- new marketing effort and costs.

Operational plans that provide tactical implementation of the strategic plan and directions may include:

- financial plan
- human resource management plan
- marketing plan
- purchasing and stock management plan.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM806 Manage and transform sales and service programs

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, analyse and put in place strategies to transform aspects of the business's operations.

The unit addresses the diagnosis of the need for change in order to improve the operations of the business, together with the ability to plan and implement effective new programs and services.

The unit requires the demonstration of effective analytical skills and high-level communication skills, as well as the ability to craft effective solutions and apply specific understanding of retailing.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners who have significant responsibility for driving change and process improvement within a service organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Diagnose need for the transformation program.	1.1. Conduct research that is internal and external to the organisation to identify opportunities and rationale for transformation within the organisation. 1.2. Analyse the organisation's strategic and business plans to ensure potential transformational strategies are aligned. 1.3. Audit current performance to size the magnitude of the change or transformation that is required to improve organisational performance. 1.4. Identify and prioritise change and transformational strategies for action. 1.5. Gain authorisation as required for the transformation strategy in line with standard organisational policies and procedures.
2. Prepare a transformation strategy.	2.1. Identify, cost and budget the requirements for human and other resources required to implement the strategy. 2.2. Canvass options and solutions to ensure the development of a creative, ethical, integrated and effective transformation strategy. 2.3. Conduct and document a risk management analysis leading to the development of risk management control plans. 2.4. Develop, test and prioritise strategies to drive change and transformation with staff and stakeholders.
3. Analyse barriers to transformation.	3.1. Identify, cost and allocate the resources required to support the implementation of a transformation strategy. 3.2. Identify and document skill shortages that may limit capacity to respond to change. 3.3. Analyse and manage impacts on existing sales and service delivery that may be generated by the new approach and strategy. 3.4. Analyse the impact of transformation strategy on existing

- organisational structures and power bases.
4. Implement transformation strategy.
 - 4.1. Identify, secure and brief team members participating in sponsoring and driving the transformation strategy.
 - 4.2. Foster the **skill development** of staff to lift their individual and team performance.
 - 4.3. Review and refine the organisation's governance structures to ensure the transformation strategy conforms to legal and organisational requirements.
 - 4.4. Develop and implement processes to communicate the objectives of the desired transformation.
 - 4.5. Develop strategies to build a shared understanding and commitment to change across the organisation or business unit.
 - 4.6. Identify and manage conflict between individuals according to organisational procedures.
 5. Evaluate outcomes and review transformation strategy.
 - 5.1. Quantify and analyse outcomes achieved from the implementation of the transformation strategy.
 - 5.2. Quantify and analyse capacity of the transformation strategy to address principles of economic, social and environmental sustainability.
 - 5.3. Analyse and document opportunities for future organisational change, transformation and improvement to inform further planning processes in line with organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to:
 - identify rationale and need for change and transformation
 - select strategies that best match the organisation's requirements
- literacy skills to prepare complex strategic business reports
- interpersonal skills to:
 - communicate transformation strategy to staff
 - negotiate with and persuade staff to embrace transformation processes
- initiative and enterprise skills to apply lateral and creative thinking to develop strategies to manage transformations
- planning and organising skills to arrange and manage implementation strategies
- technology skills to use computer applications
- time-management skills to plan and prioritise work

Required knowledge

- business ethics relating to the retail industry
- concepts and models of:
 - change and transformation management
 - leadership and management
 - organisational culture
 - strategic and business planning
- concepts of risk management planning and processes
- governance and accountability models and processes
- impact of organisation's culture on acceptance of change and business transformation
- organisational mission, vision, values and goals
- organisational strategy, policy and procedures relating to business transformation in the retail industry
- principles of economic, environmental and social sustainability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies and analyses the need for changed sales and service programs and the opportunities that will be generated
- develops an effective plan for change and transformation, including:
 - mechanisms to overcome barriers to change
 - identification and allocation of resources to meet change requirements
- manages change processes and demonstrates the ability to champion and drive change by engendering support for and commitment to the desired outcomes.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment

a current range of text and online information sources on industry and market intelligence

current staff skills profile

- recent organisational sales and service performance data
- relevant organisational financial data

- information regarding the organisation's current governance structures.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Research internal and external to the organisation** may include:
- primary research conducted in-house, including:
 - qualitative research
 - quantitative research
 - primary research accessed or commissioned from external sources
 - secondary research, including publicly available data accessed through desk-based research
 - search of publicly available annual reports for listed companies
 - search of publicly available business records.
- Transformational strategies** to be undertaken can be wide-ranging in nature, of relevance to the organisation and may include:
- addition of a new retail location
 - change of sales techniques
 - changes to company structures, including trends towards:
 - changed ownerships
 - merged or diversified organisations
 - multi-service organisations
 - development of major loyalty program
 - establishment of a new business
 - introduction of a major new technology to support business operations, including:
 - e-retailing

- radio frequency identification devices (RFIDs)
- self-service checkout
- social networking media as a marketing and sales channel
- new or changing levels and ranges of services and products, including:
 - blurring of product categories (e.g. bookshops with cafes)
 - brand extension
 - customisation of products and services
 - generationally targeted products (e.g. for the over 50s)
- re-orientating retail focus, customer base and goods or services
- repositioning within the marketplace (e.g. to a high end or discount retailer).

Current performance
may be assessed by:

- customer satisfaction ratings
- financial analysis using techniques, including:
 - balance sheet analysis
 - break even analysis
 - cash flow analysis
 - cost-benefit analysis
 - daily sales and trend analysis
 - gross profit
 - profit and loss analysis
 - return of assets analysis
 - return on investment (ROI) analysis
 - sales per employee
 - sales per square metre of floor space
 - sales to inventory ratio
 - stock turnover rate
- industry awards received
- mystery shopping reports
- number of business referrals
- performance in industry benchmarking studies
- staff feedback received
- volume of repeat business.

Risk management control plans are developed using a structured process that may include:

- identifying hazards
- analysing consequences, such as potential injury, property damage, etc.
- assessing risk, including probability, frequency and severity of injury or loss
- determining appropriate action, including methods of removing or reducing risk
- implementing controls, including:

Strategies to drive change and transformation may include:

- redesign
- removal
- new methods
- audit
- evaluating control measures
- recording risk management measures
- setting regular risk management review dates.
- changed decision-making and delegation processes
- changed organisational structure
- changed role responsibilities of staff
- identification of new markets
- identification of new products and services
- reviewed or new planning processes
- reviewed or new work processes.

Impact of transformation strategy may be analysed by reference to theories that may include:

- Kotter: eight steps to successful change
- Lewin: change model
- Prosci: ADKAR model
- Kruger: Change Management Iceberg.

Skill development required by staff to foster transformation may include:

- analysing sales and other statistics
- area management
- building rapport with customers
- language and literacy
- motivating colleagues
- planning skills
- product knowledge
- strengthened:
 - sales skills
 - reporting skills
 - technology skills
 - crafting of solutions for customers
 - provision of feedback
- team management.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM807 Lead the development of a visual merchandising strategy

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop a visual merchandising strategy, from concept development to the specification of detailed implementation requirements.

This covers the creative, management and retailing skills and knowledge required to consult, develop and implement an effective visual merchandising strategy that will deliver increased sales performance.

Application of the Unit

This unit of competency supports the needs of senior visual merchandisers, visual merchandising directors and business owners responsible for developing and managing the organisation's visual merchandising strategy.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse visual merchandising trends.	1.1.Consult with buyers to identify emerging <i>seasonal trends</i> and new product ranges. 1.2.Research visual merchandising trends in local and overseas markets. 1.3.Critique the visual merchandising strategies of competitors, identifying their creativity, strengths and weaknesses. 1.4.Consult with colleagues and conduct research to identify macro <i>community trends</i> that may influence customer perceptions and preferences.
2. Develop the visual merchandising concept and strategy.	2.1.Audit current visual merchandising performance in all stores to identify capacities of stores to implement new concepts and strategies. 2.2.Work with internal or external designers to interpret the emerging visual merchandising trends and new season product ranges to create an overarching concept for the strategy. 2.3.Share and test concepts with <i>relevant stakeholders</i> to gain input to finalise concept. 2.4.Identify, cost and budget the resources required to support the implementation of the visual merchandising strategy. 2.5.Develop and document a detailed <i>visual merchandising strategy</i> to deliver the agreed concept. 2.6.Gain authorisation as required for the visual merchandising strategy in line with standard organisational policies and procedures.
3. Develop and manage implementation of visual merchandising strategy.	3.1.Document and communicate the visual merchandising strategy and its detailed implementation requirements to store managers and appropriate staff. 3.2.Ensure strategies are tailored to respond to customer demographics and preferences of individual stores, while maintaining overall consistency of the concept and strategy. 3.3.Ensure work health and safety (WHS) and public safety issues have been addressed in the design, implementation and operation of the strategy.

- 3.4. Specify, cost and commission the development of props and store fittings and fixtures.
 - 3.5. Liaise with marketing experts to ensure congruence between marketing, promotional and visual merchandising strategies.
 - 3.6. Establish and undertake a schedule of visits to stores to oversee and support implementation of strategy.
 - 3.7. Establish and maintain effective communication and feedback mechanisms to manage the roll-out of strategy and inform adjustments to it based on changing circumstances.
 - 3.8. Provide effective and actionable advice to store staff to ensure high quality and consistent merchandising of stock.
4. Evaluate outcomes of visual merchandising strategy.
 - 4.1. Establish and analyse the regular collection of data to enable monitoring of store and regional **performance** during operation of the visual merchandising strategy.
 - 4.2. Use performance data to identify departments, stores or regions that have under-performed during the roll-out of strategy.
 - 4.3. Canvass options and solutions to address under-performance by departments, stores or regions during the roll-out of strategy.
 - 4.4. Report to management regarding the outcomes achieved by strategy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to analyse visual merchandising trends and store capacity to implement strategies
- communication and interpersonal skills to:
 - negotiate the implementation of selected visual merchandising concepts
 - prepare complex business reports
- decision-making skills to select strategies and resources
- numeracy skills to:
 - conduct financial analyses
 - set budgets
- lateral and creative thinking skills to conceptualise visual merchandising strategies to provide a competitive edge for the organisation
- initiative and enterprise skills to support:
 - performance management
 - project management
 - project planning

- staff development
- strategic analysis
- literacy and numeracy skills to report on strategy outcomes
- technology skills to use computer applications
- time-management skills to plan and prioritise work
- technical skills to apply visual merchandising techniques

Required knowledge

- contemporary retail concepts, models and techniques, including product placement, grouping and branding
- financial analytical techniques
- work health and safety requirements
- organisational strategy, policy and procedures relating to visual merchandising strategies
- product knowledge
- sales techniques
- staff management principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops broad understanding through research and analysis of the trends and directions in visual merchandising and community expectations
- undertakes consultation and planning to develop and document effective visual merchandising concept and strategy
- shows management skills in using resources effectively and plans for the implementation of the visual merchandising strategy
- analyses outcomes of the visual merchandising plan.

Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • a current range of text and online information sources on: • community trends impacting on particular brands and ranges • seasonal trends • local and overseas visual merchandising directions • store staff • a visual merchandising budget • sales performance data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Seasonal trends</i> may include:	• colours • fabrics • sizes • styles • themes and concepts.
<i>Community trends</i> may include:	• fair trade factors • economic factors influencing move towards luxury or austerity goods • green or sustainability factors • new media, such as social networking media

- product country of origin and ‘buy local’ factors
 - social phenomena that influence fashion, such as films, music and sport.
- Relevant stakeholders** may include:
- buyers
 - store managers
 - visual merchandising team.
- Visual merchandising strategy** may include specification of:
- colours and styles
 - lighting and staging
 - positioning of products, stands and fittings
 - products to be promoted
 - start and completion dates for the strategy
 - ticketing.
- Performance** may be measured by:
- customer satisfaction ratings
 - financial analysis using techniques, including:
 - balance sheet analysis
 - break even analysis
 - cash flow analysis
 - cost-benefit analysis
 - daily sales and trend analysis
 - gross profit
 - profit and loss analysis
 - return of assets analysis
 - return on investment (ROI) analysis
 - sales per employee
 - sales per square metre of floor space
 - sales to inventory ratio
 - stock turnover rate
 - mystery shopping reports
 - number of business referrals
 - performance in industry benchmarking studies
 - staff feedback received
 - volume of repeat business.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM808 Plan and manage complex retail projects

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, plan, control and finalise complex projects within a retail environment.

The unit covers the management of projects of significant scope and duration, for example, the development and implementation of major new infrastructure, brands or services.

The unit requires the demonstration of project management skills and knowledge with the application of specific retailing understanding.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners with significant responsibility for implementing and managing a major and complex project within a retail organisation.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify opportunities for project development.	1.1.Consult with staff, business owners and industry experts to evaluate business opportunities that may identify potential new projects. 1.2.Review and analyse the organisation's strategic and business plans to ensure congruence with the potential project. 1.3.Research best practices and trends within the service industry. 1.4.Collect and analyse demographic and trend data to provide profiling information about the organisation's customer base. 1.5.Collect and analyse industry intelligence into the strengths and weaknesses of competitors. 1.6.Analyse the strengths, weaknesses, opportunities and threats (SWOT) of the organisation and its environment. 1.7.Develop a proposal for the project and negotiate authorisation as required in line with standard organisational policies and procedures.
2. Prepare the project plan.	2.1.Define and document project specifications and terms of reference. 2.2.Develop a detailed project budget that will enable management of all aspects of the project during implementation. 2.3.Develop and document timelines, schedules and critical path for the project, taking into consideration contingencies and planning for time slippages. 2.4.Identify and secure the people with the required skills to contribute to the completion of the project within the required timeframe. 2.5.Identify, cost and negotiate access to the physical resources required for completion of the project. 2.6.Identify, cost and negotiate access to subcontractors, consultants and external professionals required for completion of the project. 2.7.Conduct and document a risk management analysis leading to

- the development of **risk management control plans**.
- 2.8. Finalise and gain sign-off where required of project plan in line with standard organisational policies and processes.
3. Establish communication and reporting processes.
- 3.1. Brief project team members regarding the project, their roles, levels of delegated responsibility and the outcomes to be achieved.
- 3.2. Establish two-way communication processes to coordinate work, gather data to monitor project performance, and inform team members of progress.
- 3.3. Establish and communicate clear reporting processes for those involved in the project's implementation.
4. Manage the project.
- 4.1. Monitor project progress according to project plan requirements, using appropriate **project management tools** and methodologies.
- 4.2. Support and manage team members to achieve their required targets and key performance indicators, as identified in the project plan.
- 4.3. Make amendments, changes and additions to the project plan in light of changing circumstances to ensure project aims and outcomes are met.
- 4.4. Monitor, review and adjust resourcing to support the project to reflect changing circumstances.
- 4.5. Report overall project progress to senior managers or business owners as required and in line with the project plan.
5. Finalise the project.
- 5.1. Document project outcomes and report to senior management or business owners as required, following standard organisational policies and processes.
- 5.2. Provide effective and documented handover instructions and advice to staff responsible for the ongoing implementation or maintenance of project products or services in line with organisational procedures.
- 5.3. Debrief project team members and relevant stakeholders about the conduct and outcomes of the project.
- 5.4. Prepare a final report analysing the strengths and weaknesses of the project plan and the conduct of the project.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - consult stakeholders
 - negotiate resources required for project implementation
- literacy and numeracy skills to:
 - prepare complex business analyses and reports
 - research best practice in the retail industry
 - to set budgets and manage financials
- planning and organising skills to:
 - conduct risk-management planning
 - manage staff
 - plan and manage complex projects
- problem-solving and analytical skills to:
 - analyse retail industry market intelligence
 - evaluate business opportunities for new projects
 - exercise judgement and decision making in selecting projects and implementation strategies
- technology skills to use computer software functions, including project management software

Required knowledge

- budgets and financial planning and monitoring
- concepts of risk management planning and processes
- current and emerging trends in the retail industry
- tools and models of project management
- reporting mechanisms

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies:
 - project management skills required for the successful implementation of a complex retail project
 - planning and management skills to design, resource and schedule a complex retail project
 - risk-management principles and processes
- implements and finalises a project, reflecting the ability to

respond to changing and emerging requirements and contingencies.

Context of and specific resources for assessment

Assessment must ensure access to:

a retail work environment

- a current range of text and online information sources on:
 - industry and market intelligence
 - relevant best practice and trends
- industry consultants and external professionals
- a project team
- project management tools
- business owners or senior management.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Project to be undertaken can be wide-ranging in nature, of relevance to the organisation, and may include:

- adding a new retail location
- changing manufacturer or supplier
- establishing new business
- introducing major new technology to support business operations
- relocating retail premises
- re-orientating retail focus, customer base and goods or services.

Best practices and

- emerging or changed use of technologies, including:

trends may include:

- e-retailing
- radio frequency identification devices (RFIDs)
- self-service checkout
- social networking media as a marketing and sales channel
- company structures, including trends towards:
 - changed ownerships
 - merged or diversified organisations
 - multi-service organisations
- new or changing levels and ranges of services and products, including:
 - blurring of product categories (e.g. bookshops with cafes)
 - brand extension
 - customisation of products and services
 - generationally targeted products (e.g. for the over 50s)
 - polarisation of cost of goods (focus on high end and discount).

Industry intelligence may include:

- data available from industry associations
- information gained through industry networks
- market research, including mystery shopping
- published reports on industry composition
- search of publicly available annual reports for listed companies
- search of publicly available business records.

Specifications and terms of reference may include:

- definition of the project aims
- description of the outcomes to be achieved using, wherever possible, the nomination of clear metrics
- description of all stakeholders
- description of project parameters, including:
 - scope of operations
 - flexibilities involved
- identification of the budget
- specification of the timescale
- specification of the communication strategy to be used.

Physical resources may include:

- computer facilities
- delivery vehicles
- fittings and fixtures
- office premises
- retail premises
- warehouses.

Subcontractors, consultants and external professionals may include:

- accountants
- lawyers
- marketing experts
- real estate consultants
- retail specialist advisers
- store fit-out experts.

Risk management control plans are developed using a structured process that may include:

- identifying hazards
- analysing consequences, such as potential injury, property damage, etc.
- assessing risk, including probability, frequency and severity of injury or loss
- determining appropriate action, including methods of removing or reducing risk
- implementing controls, including:
 - redesign
 - removal
 - new methods
 - audit
- evaluating control measures
- recording risk-management measures
- setting regular risk-management review dates.

Project management tools typically will be computer-based and may:

- be in-house or proprietary software
- incorporate the use of Gantt or PERT charts
- incorporate scheduling and reporting templates
- use critical path analysis.

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXSRM809 Manage retail operations in a region or area

Modification History

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

Release	Comments
First Release	New unit

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage, develop and report the performance of stores in a region or area.

The unit addresses the management and retailing skills and knowledge required to plan, oversee and support the operations of a number of stores within a defined area of operation.

The manager combines extensive retailing skills with the ability to deliver a strong market presence for the network while responding to the differing needs of individual stores.

The unit requires the demonstration of high-level planning and reporting skills, effective communication and motivational skills, and the ability to take decisions to ensure optimal operation of each store.

Application of the Unit

This unit of competency supports the needs of senior managers and business owners with significant responsibility for providing management of a region or area containing a number of retail outlets.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish region's strategy and performance requirements.	1.1. Analyse the organisation's strategic and business plans to ensure regional strategies are aligned. 1.2. Audit current performance of all stores within the region to identify opportunities for increased performance. 1.3. Analyse the location, market focus and performance of competitors within the region. 1.4. Identify, prioritise and document regional retailing strategies for action. 1.5. Consult and negotiate to establish meaningful budgets and <i>performance measures</i> for each store within the regional network. 1.6. Gain authorisation for the regional strategy in line with standard organisational policies and procedures.
2. Drive performance of the region's stores.	2.1. Identify, cost and budget the resources required to support the implementation of the regional and store strategy. 2.2. Communicate the regional strategy and individual store budget and performance requirements to store managers and appropriate staff. 2.3. Establish and communicate to stores a schedule of visits to oversee and support operations. 2.4. Establish and maintain effective communication and feedback mechanisms to manage performance and inform adjustments to strategy based on changing circumstances. 2.5. Provide effective and actionable advice to store staff to ensure high quality merchandising, stock management and selling. 2.6. Provide direction, advice, resources and support to store staff engaged in rolling out promotional and marketing strategies.

3. Oversee and develop store staff.
 - 3.1. Identify the staffing and skill requirements of stores within the region.
 - 3.2. Manage staff selection for stores in line with organisational **HR policies and procedures**.
 - 3.3. Manage staff **performance appraisals** according to organisational policies and processes and using standardised instruments.
 - 3.4. Foster staff **skill development** to lift their individual and team performance.
 - 3.5. Provide **motivation** and coaching of staff on improved sales, merchandising, planning and stock management processes.
 - 3.6. Respond to problems or issues raised by store staff in a prompt, effective and courteous manner.
 - 3.7. Build a shared understanding and commitment to the regional and store strategy.
 - 3.8. Identify and manage conflict between individuals according to organisational policies and procedures.
4. Plan and implement new programs.
 - 4.1. Lead the development of **new programs and initiatives** that will drive increased sales performance and profitability.
 - 4.2. Ensure new programs and initiatives are appropriately resourced.
 - 4.3. Communicate **in-store requirements** to staff to support the new program, in line with organisational policies and procedures.
5. Report and manage performance of stores and region.
 - 5.1. Establish and manage the regular collection of data to monitor performance against established performance measures.
 - 5.2. Use performance data to identify area's performance and make adjustments as required in response to changed environmental conditions.
 - 5.3. Canvass options and solutions to address under-performance against established performance measures.
 - 5.4. Identify required strategy or structural changes in line with standard organisational policies and procedures and seek authorisation as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to:
 - identify rationale and need for store and regional strategy
 - select strategies that best match the organisation's requirements
- interpersonal skills to communicate with store managers and staff from diverse

backgrounds

- literacy and numeracy skills to:
 - analyse financial performance of stores in a region or area
 - conduct performance reviews
 - prepare business reports
 - set budgets for a retail region or area
- planning and organising skills to:
 - implement new programs
 - manage staff development
- technology skills to use computer applications
- time-management skills to plan and prioritise work

Required knowledge

- contemporary retail concepts, models and techniques
- concepts and models of strategic and business planning
- concepts and models of leadership and management
- financial analysis techniques
- motivation techniques
- organisational mission, vision, values and goals
- organisational strategy, policy and procedures relating to management of region or area in the retail industry
- product knowledge
- project management methodologies
- sales techniques
- staff management principles
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analyses the retailing needs and challenges within a designated region or area
- coordinates and manages retailing operations across a designated region or area
- establishes and closely manages performance requirements for stores within the region or area

- demonstrates leadership, development and motivation of retail staff within the region or area
- shows problem-solving and negotiation skills to respond to and resolve performance or customer service issues
- shows retail skills and creativity to identify and implement new retailing strategies and programs
- reports and analyses store and region or area performance.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment with multiple store outlets
- relevant documentation, such as:
 - regional plans and objectives
 - store performance indicators
 - store budget data
 - in-store requirements relating to new programs and initiatives
 - human resources policies and procedures relating to:
 - staff selection
 - staff skills development
 - performance appraisal.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Performance measures may include:

- customer satisfaction ratings
- financial analysis using techniques, including:
 - balance sheet analysis
 - break even analysis
 - cash flow analysis
 - cost-benefit analysis
 - daily sales and trend analysis
 - gross profit
 - profit and loss analysis
 - return of assets analysis
 - return on investment (ROI) analysis
 - sales per employee
 - sales per square metre of floor space
 - sales to inventory ratio
 - stock turnover rate
- mystery shopping reports
- number of business referrals
- performance in industry benchmarking studies
- staff feedback received
- volume of repeat business.

HR policies and procedures must conform to current legal requirements and may include:

- application of industrial relations legislation and regulation (e.g. Fair Work Act)
- enterprise bargaining agreements and awards
- HR administration of records and databases
- induction processes and programs
- job description and performance appraisals
- leave entitlements
- work health and safety (WHS)
- recruitment and selection
- remuneration practices
- rewards and recognition practices
- termination procedures
- workforce capacity planning.

Performance appraisals may include:

- 360 degree feedback
- counselling meetings
- formal annual, half yearly or quarterly performance appraisals Note: performance appraisals may be linked to outcome targets negotiated annually with staff members
- informal one-to-one review discussions
- probationary reviews.

Skill development may

- acting at a higher level

be facilitated by methods, including:

- buddy system
- coaching
- counselling
- job rotation
- mentoring
- on or off-the-job training and development.

Motivation of staff may be understood by reference to theories, including:

- David C. McClelland's theories of achievement motivation
- Herzberg's motivation theory
- Maslow's hierarchy of needs
- Theory X
- Theory Y.

New programs and initiatives may include:

- addition of a new retail location
- change of sales techniques
- change of stock control processes
- changes to company structures, including trends towards:
 - changed ownerships
 - merged or diversified organisations
 - multi-service organisations
- development of major loyalty program
- establishment of a new business
- introduction of a major new technology to support business operations, including:
 - e-retailing
 - radio frequency identification devices (RFIDs)
 - self-service checkout
 - social networking media as a marketing and sales channel
- new or changing levels and ranges of services and products including:
 - blurring of product categories (e.g. bookshops with cafes)
 - brand extension
 - customisation of products and services
 - generationally targeted products (e.g. for the over 50s)
- new product launch
- promotions, including:
 - seasonal promotions (e.g. Christmas, Easter, Valentine's Day)
 - regular sales (e.g. half yearly clearance)
 - special sales (e.g. warehouse sale, overstocked sale)
- re-orientation of retail focus, customer base and goods or

- services
- repositioning within the marketplace (e.g. to a high end or discount retailer).
- In-store requirements*** may include:
- additional staff for peak requirements
 - changed opening hours
 - changed reporting processes
 - lighting
 - marketing support
 - merchandising tactics
 - physical space and facilities
 - product prices
 - product range
 - sales targets
 - visual merchandising, including conforming to brief provided to stores

Unit Sector(s)

Cross-Sector

Competency Field

Retail Management

SIRXWHS101 Apply safe work practices

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXOHS001A Apply safe working practices.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply safe work practices, including identifying and reporting faults and problems, according to work health and safety (WHS) legislation and store policies.

It also covers procedures for emergency situations, evacuation, accident and illness. It encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for WHS.

Application of the Unit

This unit applies to all retail personnel with a responsibility to consistently maintain a safe work environment for staff, customers and others by observing basic health, safety and emergency procedures.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply basic safety procedures.	1.1. Follow <i>safety procedures</i> to achieve a safe work environment, according to all relevant WHS legislation, including codes of practice relating to particular hazards in the industry or workplace. 1.2. Identify and report <i>unsafe work practices</i> , including faulty <i>plant and equipment</i> according to <i>store policy and procedures</i> . 1.3. Manage dangerous goods and substances according to store policy and relevant legislation. 1.4. Identify potential <i>manual handling</i> risks and manage manual handling tasks according to store policy. 1.5. Report work-related incidents and accidents to <i>designated personnel</i> . 1.6. Participate in <i>consultative processes</i> and procedures for WHS.
2. Apply basic emergency procedures.	2.1. Follow fire and <i>emergency procedures</i> , including store evacuation, according to store policy and legislation. 2.2. Identify designated personnel responsible for first aid and evacuation procedures. 2.3. Accurately identify safety alarms.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication
 - share information
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - estimate weights, size, quantities and mixtures

- interpret symbols used for WHS signage
- read and interpret instructions
- technical skills to:
 - dispose of waste appropriately
 - handle broken or damaged equipment
 - identify hazardous goods and substances
 - locate and identify emergency exits and use safety alarms and fire extinguishers
 - store and use chemicals and hazardous substances
 - use personal protective gear and equipment

Required knowledge

- strategies for controlling risks through the hierarchy of control, including:
 - appropriate use of personal protective clothing
 - eliminating hazards
 - isolating hazards
 - using administrative controls
 - using engineering controls
- first aid procedures
- identification of hazards in the workplace, including:
 - fire, chemical and electrical hazards
 - managing broken or faulty equipment
 - slip, trips and falls
 - spills and leakage of materials
 - storage of dangerous goods and hazardous substances
 - waste
- management of WHS, including:
 - communication and consultation processes
 - interpreting symbols for WHS signage
 - manual handling procedures
 - reporting procedures
- store policies and procedures in regard to:
 - WHS emergency procedures
 - relevant industry codes of practice
 - rights and responsibilities of designated personnel responsible for health and safety in the workplace
 - state and territory legislation and regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies safe work practices, in all areas of the store, according to WHS and codes of practice
- applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures and reports faults and problems to relevant person, department or committee
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures
- reads, interprets and applies manufacturer instructions for using and storing hazardous goods
- applies store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- suitable equipment and materials for lifting
- relevant documentation, such as:
 - store policy and procedures manuals
 - manufacturer instructions and operation manuals
 - WHS regulations
 - legislation and statutory requirements
 - industry codes of practice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCLM101 Organise and maintain work areas
- SIRXCOM101 Communicate in the workplace to support team and customer outcomes
- SIRXICT001A Operate retail technology
- SIRXIND101 Work effectively in a customer service environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Safety procedures may include:

- cash handling
- emergency, fire and accident procedures
- evacuation involving staff or customers
- handling dangerous goods
- hazard identification
- issue resolution procedures
- manual handling
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace
- store security
- stress management
- waste disposal.

Unsafe work practices may deal with:

- broken or damaged equipment
- damaged packing material or containers
- electricity and water
- glue guns
- inflammable materials and fire hazards
- ladders
- lifting practices
- sharp cutting tools and instruments
- spillages, waste and debris
- stress
- toxic substances
- trolleys.

Checking **plant and equipment** may include:

- broken or damaged equipment
- damaged packing material or containers
- guarding of machinery
- sharp cutting tools and instruments.

Store policy and procedures related to WHS may deal with:

- basic safety procedures
- customers and staff
- dangerous goods
- emergency procedures
- equipment and tools
- federal, state or territory and local WHS legislation
- premises
- safe manual handling and lifting
- stock.

Safe **manual handling** practices may include:

- job procedures
- lifting or shifting practices
- use of equipment, such as ladders and trolleys.

Designated personnel may include:

- manager
- safety representative
- supervisor
- team leader.

Consultative processes may include:

- identification of health and safety representatives
- minutes from staff meetings and WHS meetings
- suggestions from staff for improving tasks and procedures.

Emergency procedures may relate to:

- accidents
- armed hold-ups
- fire
- sickness
- store evacuations
- storms and cyclones.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

SIRXWHS302 Maintain store safety

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXOHS002A Maintain store safety.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store safety in a retail environment.

It involves informing and involving team members with regard to work health and safety (WHS), monitoring and maintaining a safe work environment, implementing emergency procedures, identifying the need for WHS training, and maintaining WHS records. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

This unit applies to store managers and team leaders.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Inform team members about WHS matters.	1.1. Clearly and accurately explain store policy and procedures in regard to WHS and <i>emergency procedures to team members</i>. 1.2. Ensure access for team members to store <i>WHS policy and procedures</i>. 1.3. Clearly and accurately explain relevant provisions of WHS legislation and codes of practice to team members. 1.4. Regularly provide clear and accurate information on identified <i>hazards</i> and risk control procedures to team members. 1.5. Model the implementation of WHS and emergency procedures to reinforce information.
2. Involve team members in WHS matters.	2.1. Provide <i>opportunities and processes for team members to consult and contribute</i> on WHS issues according to store policy. 2.2. Promptly resolve issues raised or refer to relevant personnel according to store policy. 2.3. Promptly convey outcomes of issues raised on WHS matters to team members.
3. Monitor and maintain a safe work environment.	3.1. Implement store policy and procedures with regard to identifying, preventing and reporting potential hazards. 3.2. Take prompt action to deal with hazardous events according to store policy. 3.3. Investigate unsafe or hazardous events, identify cause, and report inadequacies in risk control measures or <i>resource allocation</i> for risk control to <i>relevant personnel</i>. 3.4. Implement and monitor control measures to prevent recurrence and minimise risks of unsafe and hazardous events according to store policy and <i>hierarchy of control</i>. 3.5. Handle and store <i>hazardous goods</i> according to store policy and WHS regulations. 3.6. Maintain <i>equipment</i> according to store policy and WHS regulations. 3.7. Monitor team performance to ensure use of <i>safe manual handling techniques</i>.

- 3.8. Implement **store emergency policy and procedures** promptly in the event of an emergency.
- 4. Identify need for WHS training.
 - 4.1. Identify WHS training needs, specifying gaps between WHS competencies required and those held by team members.
 - 4.2. Organise and arrange **training** according to store policy.
- 5. Maintain WHS records.
 - 5.1. Complete and maintain WHS **records** regarding occupational injury and disease according to store policy and **legislative requirements**.
 - 5.2. Use information from records to identify hazards and monitor risk control procedures according to store policy.

Required Skills and Knowledge

this section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - provide information, coaching and feedback to team members
 - involve team members
 - refer issues to appropriate personnel through clear and direct communication
 - motivate and lead a team
 - use and interpret non-verbal communication
- literacy and numeracy skills to:
 - generate reports
 - interpret and apply WHS regulations
 - interpret symbols used for WHS signage
 - read store policy and procedures
- technical skills to:
 - identify broken or damaged equipment
 - identify hazardous goods and substances
 - locate and use safety alarms, fire extinguishers and emergency exits

Required knowledge

- hierarchy of risk control:
 - elimination of hazards
 - engineering controls to reduce risk
 - administrative controls
 - use of personal protective equipment

- job role and responsibilities
- location of nearest first aid assistant or facility
- manual handling and safe lifting techniques
- possible fire and safety hazards
- principles and techniques in interpersonal communication
- relevant WHS legislation and codes of practice
- sickness and accident procedures
- store policies and procedures in regard to:
 - manual handling
 - WHS emergency procedures
 - unsafe or hazardous goods
 - handling and storage
 - disposal
 - bomb threat procedures
 - store evacuation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies and monitors store policy, industry codes of practice, relevant legislation and statutory requirements in regard to WHS and emergency procedures
- applies and monitors safe work practices in the handling and moving of stock, according to WHS legislation and codes of practice
- interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment
- applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials
- identifies WHS training needs and maintains WHS records.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, such as:
 - stock moving equipment
 - alarm systems

- first aid equipment
- firefighting equipment
- communication equipment
- relevant documentation, such as:
 - WHS legislation
 - store evacuation procedures
 - store policy and procedures manuals
 - incident reporting forms.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXRSK002A Maintain store security.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Emergency procedures may relate to:

- accidents
- bomb threats
- cyclones
- dealing with dangerous customers
- fire
- flooding
- product recall and contamination
- sickness
- store evacuation involving staff or customers.

Team members may include:

- full-time, part-time, casual or contract
- new or existing staff

WHS policy and procedures may relate to:

- people from a range of cultural, social and ethnic backgrounds
- people with varying levels of language and literacy.
- basic safety procedures
- customers
- dangerous goods
- emergency procedures
- equipment and tools
- issue-resolution procedures
- premises
- reporting procedures
- safe manual handling and lifting
- staff
- stock.

Hazards may include:

- broken or damaged equipment
- chemical spills
- damaged packing material or containers
- electricity and water
- fires
- manual handling
- sharp cutting tools and instruments
- stress
- unguarded equipment.

Opportunities and processes for team members to consult and contribute may include:

- identification of health and safety representatives
- WHS meetings
- staff meetings
- suggestions from staff for improving existing tasks and procedures.

Resource allocation may include:

- equipment and technology
- finances
- materials
- people
- time.

Relevant personnel may include:

- manager
- safety representative
- supervisor
- team leader.

Hierarchy of control may include:

- appropriate use of personal protective clothing and equipment
- eliminating hazards
- isolating hazards
- substitution
- using administrative controls
- using engineering controls.

Hazardous goods may include:

- chemicals
- electrical equipment
- flammable goods
- waste.

Equipment may include:

- computers
- EFTPOS terminals
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- point of sale terminals
- printers
- security tag systems
- thermometers
- trolley return equipment
- weighing machines
- wrapping and packing equipment, such as shrink wrapping.

Safe manual handling techniques may include:

- job procedures
- lifting or shifting practices
- using equipment, such as ladders and trolleys.

Store emergency policy and procedures may relate to:

- alarm systems and procedures
- events likely to endanger staff, contractors, customers or visitors
- firefighting procedures
- medical attention procedures
- product recall and contamination
- store evacuation procedures for staff and customers
- transport arrangements for sick or injured persons.

Training may include:

- emergency procedures
- evacuation procedures
- first aid
- manual handling techniques
- reporting procedures
- stress management.

Records may include:

- centralised
- departmental
- electronic
- manual.

Legislative requirements may include:

- federal, state or territory and local legislation
- WHS regulations
- privacy legislation
- workers' compensation regulations.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

SIRXWHS403 Provide a safe work environment

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXOHS003A Provide a safe working environment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and procedures relating to work health and safety (WHS) issues.

It involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems, and evaluating policies and procedures. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

This unit applies to senior management personnel responsible for ensuring that the workplace environment complies with WHS requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and resource WHS policies.	1.1. Establish commitment to WHS and review relevant legislation to ensure development of store policy and procedures is based on sound principles. 1.2. Establish policy and resource requirements for the identification, control and reporting of existing and potential hazards and safety incidents. 1.3. Establish policy and resource requirements for safe handling and storage of hazardous goods. 1.4. Establish policy and resource requirements to ensure equipment is maintained and stored safely. 1.5. Establish policy and resource requirements to ensure safe lifting or shifting and manual handling techniques are applied by staff. 1.6. Establish policy and resource requirements for store emergency procedures. 1.7. Identify and seek or provide financial and human resources for the development and implementation of WHS procedures based on determined policies. 1.8. Establish systems to encourage staff members to identify and report matters likely to affect workplace safety.
2. Establish and maintain risk assessment and hazard management procedures.	2.1. Identify potentially hazardous events and assess risks presented by identified hazards according to WHS legislation and codes of practice. 2.2. Develop risk control measures according to the hierarchy of controls and legislative requirements, in consultation with appropriate emergency services. 2.3. Establish and maintain procedures for risk assessment and integrate with systems of work and procedures to facilitate identification and prevention of hazards by staff. 2.4. Establish and maintain reporting procedures to facilitate communication and recording of details of safety-related incidents. 2.5. Monitor staff activities to ensure risk assessment procedure is adopted effectively.

- 2.6. Address risk identification and assessment of workplace changes at planning, design and evaluation stages to prevent creation of new hazards.
3. Establish and maintain safe work procedures.
 - 3.1. Establish and maintain procedures to ensure safe handling and storage of hazardous goods.
 - 3.2. Establish and maintain procedures to ensure equipment is maintained and stored safely according to store policy.
 - 3.3. Establish and maintain procedures to ensure safe lifting, shifting and manual handling techniques are used by staff according to store policy.
 - 3.4. Establish and maintain store emergency procedures according to store policy.
4. Train and consult with staff.
 - 4.1. Develop and implement WHS **training** program to ensure staff members are trained in **WHS issues** and procedures.
 - 4.2. Ensure information on the WHS system is readily accessible and clearly explained to **staff**.
 - 4.3. Establish and maintain appropriate **consultation processes** in consultation with staff according to WHS legislation and store policy.
 - 4.4. Promptly deal with and resolve issues raised through consultation according to store policy.
 - 4.5. Clearly and promptly provide information to staff on outcomes of consultation.
5. Evaluate policies and procedures.
 - 5.1. Establish and monitor system for maintaining WHS **records** to facilitate identification of patterns of occupational injury and disease according to store policy.
 - 5.2. Assess effectiveness of the WHS system and related policies, procedures and programs according to store policy.
 - 5.3. Develop and implement improvements to the WHS system to ensure more effective achievement of store policy.
 - 5.4. Assess compliance with WHS legislation and codes of practice to ensure that legal WHS standards are maintained.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - ask questions to identify and confirm requirements
 - define and allocate WHS responsibilities and duties

- explain information on the WHS system and provide information and training for staff through clear and direct communication
- give instructions
- report unsafe work practices
- share information
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- initiative and enterprise skills to develop processes and procedures to prevent safety hazards, including fire, chemical and electrical hazards
- literacy and numeracy skills to:
 - document results
 - prepare reports
 - research, analyse and interpret a broad range of written material
 - undertake finance and risk assessment
- technical skills to:
 - identify emergency exits
 - use safety alarms and fire extinguishers

Required knowledge

- first aid procedures
- handling and storage procedures for hazardous and non-hazardous goods and equipment
- organisational policy and procedures in regard to:
 - emergency evacuation of store
 - events likely to endanger staff or customers
 - hierarchy of control in emergency situations
 - relevant industry codes of practice
 - WHS and emergency procedures, taking into account state and local government regulations and codes of practice
 - place of consultative committees
 - recording system for accidents, illness and incidents
- procedures for spills, leakage of materials, accidents and sickness
- relevant legislation and statutory requirements, including WHS legislation and codes of practice
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with

the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains, manages and applies safe work practices, including necessary resources, control measures and risk assessments, in all areas of the store, according to relevant legislation
- maintains, manages and applies emergency procedures according to store policy and procedures
- develops and manages store policy and procedures in regard to the consistent application by staff members of safe work practices, for the provision of services and safe use of products
- establishes and maintains consultative processes in regard to WHS
- allocates and manages staff responsibility for WHS guidelines
- develops and implements staff training programs that relate to WHS, health and hygiene legislation, and industry codes of practice
- establishes and maintains systems for maintaining WHS records
- evaluates, reviews and makes recommendations for improvements with regard to store policy and procedures in WHS and store emergency procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - WHS legislation and codes of practice
 - store policy and procedures manuals
 - industry codes of practice
 - enterprise agreements in regard to consultative committees
- staff members
- emergency equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- written or verbal questioning to assess knowledge and understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXHRM001A Administer human resources policy
- SIRXHRM002A Recruit and select personnel.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- federal, state and local health and hygiene
- WHS regulations
- privacy legislation.

Store policy and procedures may relate to:

- delegation
- emergency procedures
- job roles and responsibilities
- WHS use of technology.

Hazards may include:

- broken or damaged equipment or technology
- chemical spills
- damaged packing material or containers
- electricity and water
- fires
- manual handling
- sharp cutting tools and instruments
- stress
- unguarded equipment.

Hazardous goods may include:

- chemicals
- electrical equipment
- flammable goods
- waste.

Equipment may include:

- electrical equipment, including:
 - cleaning equipment
 - electrical tools
 - food storage equipment

- food warming and preparation equipment
 - retail technology
 - hand tools
 - knives and scissors
 - manual cleaning equipment
 - manual handling equipment
 - steps and ladders.
- Emergency procedures*** may relate to:
- accidents
 - armed robbery
 - bomb threats
 - chemical spills
 - events likely to endanger staff or customers
 - fires
 - locating and using alarms
 - sickness
 - store evacuations.
- Hierarchy of controls*** includes:
- eliminating hazards
 - substitution
 - isolating hazards
 - using engineering controls
 - using administrative controls
 - appropriate use of personal protective clothing and equipment.
- Risk assessment*** may include:
- assessing individual tasks and job design
 - conducting regular reviews of injury or accident registers
 - consultation processes, including discussions with employees.
- Reporting procedures*** may be:
- digital or electronic
 - manual
 - scheduled
 - standardised.
- Training*** may include:
- fire and emergency evacuation training
 - induction training
 - ongoing professional development training, including WHS implications
 - on-the-job training, off-the job training or a combination of both
 - training for specific hazards identified in the industry.

WHS issues may include:

- checking equipment prior to and during work
- chemical containment
- customers and staff, equipment, premises and stock
- first aid procedures
- range of responsibilities or job description, including general duty of care of employees and employers
- reporting process for and issues resolution, injury or accidents
- safe lifting and manual handling procedures
- sickness and accident reporting procedures
- storage and use of flammable materials
- store evacuation
- workplace inspection and safety audits.

Staff may include:

- full-time, part-time, casual or contract
- new or existing staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of job roles and responsibilities
- people with varying levels of language and literacy.

Consultation processes may involve:

- minutes from health and safety meetings
- staff meetings and management meetings
- suggestions for improvements put forward by employees.

Records may include:

- manufacturer instructions, including material safety data sheet (MSDS) maintenance records
- revision of policies and procedures to ensure relevance through audits against state and territory legislation and regulations
- training records for existing employees
- training records for new employees
- workplace inspection and audit reports.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for meetings	1.1. Develop <i>agenda</i> in line with stated <i>meeting purpose</i> 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm <i>meeting arrangements</i> in accordance with requirements of meeting 1.5. Despatch <i>meeting papers</i> to participants within <i>designated time lines</i>
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed <i>conventions</i> for type of meeting and <i>legal and ethical requirements</i> 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and <i>resolution</i> of issues 2.4. Brief minute taker on method for recording meeting

ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and store minutes and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - participate in sustained complex interpersonal exchanges and to interact with others
 - listen to, incorporate and encourage feedback
 - conduct oral presentations to a group, to consult participants and to answer questions
 - manage and work with a group to construct an action plan
 - chair meetings
- literacy skills to:
 - categorise and organise information
 - assess information for relevance and accuracy
 - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- copyright
- occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- applying conventions and procedures for formal and informal meetings
- chairing meetings in relation to agreed agendas.

Context of and specific resources for assessment

Assessment must ensure:

- access to reference material in regard to meeting venues, catering, transport suppliers
- access to names and contacts for meeting participants
- access to office supplies and equipment
- access to computers and relevant software.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Agendas</i> may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
<i>Meeting purpose</i> may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
<i>Meeting arrangements</i> may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
<i>Meeting papers</i> may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
<i>Designated time lines</i> may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
<i>Conventions</i> may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
<i>Legal and ethical requirements</i> may include:	• codes of practice • legislation relating to companies and

RANGE STATEMENT	
	- associations - requirements for public meetings
Resolution may include:	- agreeing on a course of action - deferring decisions to another meeting
Storage of minutes and other documentation may include:	- authorised access - electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up - file names according to organisational procedure - file names which are easily identifiable in relation to the content - file and folder names which identify the operator, author, section, date - filing locations - organisational policy for backing up files - organisational policy for filing hard copies of documents - security
Minutes may include:	- meeting details (e.g. title, date, time, location) - action items - agenda items - apologies and attendees - approval of the record of previous minutes - correspondence - date of the next meeting - formatting from previous minutes - lists rather than complete sentences - matters arising from the previous meetings - names of absent and attending participants - organisation templates - other business - reports - welcome

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

BSBCCO301B Use multiple information systems

Modification History

Release	Comments
Release 1	This version first released with <i>BSB07 Business Training Package version 6.0</i> Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Use of database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information incorporated into the performance criteria in line with the customer contact industry's escalated use of technology. Critical aspects reviewed to succinctly address the essence of the unit. Replaces BSBCCO301A Use multiple information systems

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information. This may involve navigation between information systems using multiple windows and the maintenance of systems data while interacting with a customer.

Competence in this unit requires proficiency in the use of systems to analyse, research and resolve customer enquiries. It also requires basic troubleshooting skills to identify and report on issues that may arise with systems.

Application of the Unit

This unit applies in customer contact environments where use of multiple information systems is required to resolve customer enquiries or complaints.

This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Access a range of information systems	1.1 Efficiently log on to information systems 1.2 Navigate screens efficiently to locate displays and information relevant to role 1.3 Use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information 1.4 Manage use of information systems efficiently according to organisational requirements
2. Process customer information using multiple information systems	2.1 Analyse customer enquiry to identify information needs 2.2 Identify information systems required to satisfy information needs 2.3 Use information systems according to organisational processes to complete customer enquiry or transaction 2.4 Record customer information in information systems to complete customer enquiry or transaction 2.5 Use the shortest reasonable pathways to navigate between and within information systems 2.6 Maintain contact and communication with the customer while operating information systems

	2.7 Verify information with customer to complete transaction
3. Identify and rectify information system and processing errors	3.1 Identify errors in information system, relevant to role 3.2 Analyse errors for their impact on information system and customers 3.3 Identify source of errors, where possible 3.4 Consult with stakeholders to identify actions to rectify errors 3.5 Arrange rectification and confirm that amendments are accurate 3.6 Inform customers of errors and take necessary action 3.7 Identify information system faults and notify relevant personnel according to policy 3.8 Recommend procedural change according to policy

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to research, identify and use information effectively
- communication skills to maintain effective customer contact while using information systems
- interpersonal skills to establish rapport and build relationships with customers
- literacy skills to read, interpret and record information
- numeracy skills to read, validate and calculate data and information
- problem-solving skills to analyse and resolve issues with information systems
- self-management skills to:
 - comply with policies and procedures
 - seek learning and development opportunities
- technology skills to use organisational information systems.

Required knowledge

- computer and system troubleshooting principles
- enterprise business systems and operating platforms relevant to role
- enterprise policies, procedures and guidelines regarding the use and security of information systems
- social networking websites, including Facebook and Myspace
- escalation process for reporting information technology issues.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • apply checks to ensure data is captured and errors are rectified according to established procedures • demonstrate knowledge of enterprise policies, procedures and guidelines regarding the use and security of information systems • navigate systems to locate required information.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant standards and guidelines for use of systems • workplace information and data • quality assurance and system user error reports • troubleshooting reports and escalation reports • work environment to observe operation of systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • direct observation of use of systems • review of data entry • feedback from quality assurance program • review of performance management reports • oral and/or written questioning to assess knowledge of systems and organisational security and operational requirements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Log on</i> may include:	• complying with information technology security protocols • logging into telephone system • opening most frequently used applications • turning on computer equipment • username and passwords to access information systems.
<i>Information systems</i> may include:	• billing systems • databases • internet • intranet • telephone systems.
<i>Manage use of information systems</i> may include use of:	• bookmarks • decision support system • office automation system • transaction processing systems.
<i>Customer</i> may include:	• colleague • internal or external customer of the organisation • user, purchaser or beneficiary of a service, product or process.
<i>Information</i> may include:	• details required from core business systems or other sources in order to complete a transaction or process • specific details requested by a customer or others.
<i>Errors</i> may include:	• corrupt data • data in incorrect fields • inaccurate data • untimely entry of data.
<i>Stakeholders</i> may include:	• information technology department or help desk • marketing department • owners of database or system • team leader or manager • training department.

Unit Sector(s)

Stakeholder relations – customer service

Custom Content Section

Not applicable.

BSBCCO304C Provide sales solutions to customers

Modification History

Release	Comments
Release 1	This version first released with <i>BSB07 Business Training Package version 6.0</i> Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Escalation of contact incorporated in range statement. Replaces BSBCCO304B Provide sales solutions to customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process sales enquiries requiring complex solutions and to follow up to ensure customer satisfaction.

Competence in this unit requires effective customer service and sales skills, and the provision of the required levels of sales support for customers. It may involve performing credit checks and using systems and technology at varying levels.

Application of the Unit

This unit applies in inbound and outbound customer contact environments where sales are an element of the role.

The work is undertaken with some supervision and guidance.

Sales may include up-sell or cross-sell activities, as well as new sales or retention activities, such as re-contracting or applying loyalty programs.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Identify customer needs	1.1 Question customers in detail and listen actively to determine product and service requirements 1.2 Verify and agree customer needs with the customer 1.3 Access existing customer records and offer technical and specialist advice to customer, where such advice is considered beneficial to the closing of the sale and customer understanding and decision making 1.4 Identify customer's financial limitations 1.5 Discuss estimates and quotes with team and specialist staff if necessary, prior to submission to customer
2. Respond to customer needs	2.1 Prepare, present and discuss estimates and quotes with customer, as the role permits 2.2 Explain fully benefits of the various options and pricing structures to the customer 2.3 Give customer the opportunity to question options and quotes provided 2.4 Promote advantages of dealing with the organisation 2.5 Manage customer objections effectively by promoting specific benefits
3. Close sales	3.1 Agree on product or service to be purchased with the customer 3.2 Establish customer's preferred purchase and payment arrangements 3.3 Finalise documentation relating to sale and forward to customer

	for agreement and signature 3.4 Negotiate and arrange payment method with customer 3.5 Conduct appropriate credit checks 3.6 Clearly record delivery/installation arrangements as agreed with customer 3.7 Comply with relevant legislation, codes, regulations and standards during the contact and sale
4. Input sales records	4.1 Fully record details of sale 4.2 Amend existing customer records where appropriate 4.3 Initiate invoices according to organisational policy 4.4 Organise delivery/installation according to organisational policy
5. Provide sales support where required	5.1 Verify customer satisfaction after delivery/installation 5.2 Identify additional action to satisfy customer needs 5.3 Initiate action in an efficient and timely manner

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate with internal and external customers
- customer service and sales skills to operate within sales environment
- literacy skills to clearly articulate information and advice
- negotiation skills to work with difficult contacts or situations
- numeracy skills to accurately analyse and validate data
- planning and organising skills to manage own tasks within required timeframes
- problem-solving skills to apply a range of problem-solving strategies
- self-management skills to:
 - comply with policies and procedures
 - evaluate and monitor own performance
 - have confidence in own ideas
 - seek learning and development opportunities
 - work in a team environment.

Required knowledge

- estimate and quote procedures
- marketing and sales principles and practices
- organisational pricing policies
- organisational protocols associated with customer service and sales
- statutory, regulatory and legislative requirements relating to providing sales solutions to customers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • match product or service to customer need • clearly explain prices relating to product or service offered • apply appropriate credit checks • arrange customer payments • reach agreement with customers as to payment and delivery arrangements • record sales, payments and delivery arrangements.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant standards, guidelines and legislation • workplace information and data • relevant resources • work environment or simulated customer contact centre to observe interaction with customers.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • direct observation of interaction with customers • review of record of sale and customer satisfaction • review of agreed payment methods and credit checks • oral and/or written questioning to assess knowledge of security and operational systems and organisational requirements.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCCO301B Use multiple information systems • BSBCUS301B Deliver and monitor a service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Product and service requirements may include:	• different products or services that meet customer needs, which may include: • pricing differentials • product models • product or service mixes • product or service types.
Technical and specialist advice may include:	• discussion with: • product or service specialists • product or service providers • marketing staff • escalation of contact to: • product or service specialists • product or service providers • marketing staff.
Sale may include:	• amendments to previous sale arrangements • product or service • purchase provision • variation to existing product or service • upgrade of current product or service.
Purchase and payment arrangements may include:	• cash • cheque • credit card • direct debit • money order • payment on delivery.

<i>Credit checks</i> may be:	• automated • undertaken by sales person or by specialist staff within the organisation.
<i>Relevant legislation, codes, regulations and standards</i> may include:	• Consumer Credit Code • equal employment opportunity and anti-discrimination legislation • Privacy Act • Telecommunications Act • Trade Practices Act/Competition and Consumer Act

Unit Sector(s)

Stakeholder relations – contact centre operations

Custom Content Section

Not applicable.

BSBCUS401B Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 1	This version first released with <i>BSB07 Business Training Package version 6.0</i>. Revised unit. Performance criteria amended so that the learner is not required to ‘incorporate evidence of customer satisfaction in decision to modify products or services’. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS401A Coordinate implementation of customer service strategies

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Application of the Unit

This unit applies to individuals with a broad knowledge of customer service strategies who contribute well developed skills in addressing customer needs and problems.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Advise on customer service needs	1.1 Clarify and accurately assess customer needs using appropriate communication techniques 1.2 Diagnose problems matching service delivery to customers and develop options for improved service within organisational requirements 1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4 Use business technology and/or online services to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups 2.2 Identify and allocate available budget resources to fulfil customer service objectives 2.3 Promptly action procedures to resolve customer difficulties and complaints within organisational requirements 2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements 3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of

	client service strategies 3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to
 - communicate effectively with personnel and clients at all levels
 - articulate customer service strategies
- interpersonal skills to:
 - build relationships with customers
 - establish rapport
- literacy skills to:
 - prepare general information and papers
 - read a variety of texts
 - write formal and informal letters according to target audience
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • knowledge of the principles of customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints, feedback and strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation reporting changes necessary to maintain service standards • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service techniques and strategies • review of systems, records and reporting procedures to compare changes in customer satisfaction.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Customer needs</i> may relate to:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information.
<i>Communication techniques</i> may include:	• analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing.
<i>Customers</i> may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies.
<i>Organisational requirements</i> may include:	• access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs

	• payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services.
Business technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone.
Online services may include:	• access to product database by customers online • access to purchase, delivery and account records • contact centre • online ordering • online payments • online registration • quick/reasonable response • two-way communication online.
Designated individuals and groups may include:	• colleagues • committee • customers • external organisation • line management • supervisor.
Procedures to resolve customer difficulties may include:	• external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • using conflict management techniques.

Customer complaints may include:	• administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • products not delivered on time • service errors • specific e-business problems and issues: • difficulty accessing services • inactive links • not appreciating differing hardware and software • services not available • supply errors such as incorrect product delivered • time taken to access services • unfriendly website design • website faults • warehouse or store room errors such as incorrect product delivered.
Customer service strategies may include:	• courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBDES301A Explore the use of colour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to any individual whose work involves the effective use of colour, and who needs to understand the basics about the way colours work. Artists, designers, photographers, lighting technicians, digital media specialists and visual merchandisers are just a few examples of people who need these skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on colour and colour theory	1.1. Identify and access <i>sources of information on colour and colour theory</i> 1.2. Evaluate and collate information to build a knowledge of colour and its application in different contexts
2. Experiment with colour	2.1. Test different colours and colour combinations through <i>experimentation</i> 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of <i>materials, tools and equipment</i> during experimentation with colour
3. Communicate concepts and ideas through use of colour	3.1. Investigate how colour might be used to communicate a particular <i>idea or concept</i> 3.2. Select materials, tools and equipment relevant to the idea or concept 3.3. Apply colour in a way that communicates the concept or idea based on own knowledge of colour and colour theory 3.4. Review and reflect on own use of colour and what it communicates 3.5. Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea

ELEMENT	PERFORMANCE CRITERIA
	3.6. Present and store work any <i>samples</i> in a way which takes account of the need for professional presentation and potential relevance for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and interpret information about colour and colour theory
- numeracy skills to calculate quantities and proportions of different colours
- visual literacy skills to make judgements about the way that different colours work together and in conjunction with other elements.

Required knowledge

- colour attributes and colour relationships
- different colour theories and their applications to different contexts
- emotional, cultural and situational aspects of colour
- individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- materials, tools and equipment required to experiment with colour in relevant contexts
- ways in which other practitioners use colour in their work.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- effective use of colour to communicate a concept or idea

EVIDENCE GUIDE	
	knowledge of colour theory, the effects of colour and its potential use in different contexts.
Context of and specific resources for assessment	Assessment must ensure: access to materials, resources and equipment needed to apply colour in the relevant work context.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of colour samples produced by the candidate to communicate a concept or idea - oral or written questioning to assess knowledge of colour theory and use of colour by different practitioners.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of information on colour and colour theory</i> may include:	- anecdotal sources, personal observation - art and design work - books and magazines - characteristics of materials, for example paints, pigments - scientific texts - web-based resources
<i>Experimentation</i> may involve playing with:	application of light, for example in a theatrical context

RANGE STATEMENT	
	• colour attributes in hue, chroma, value • colour grading • colour models (emotional, physical and psychological effects of colour) • colour scales • colour schemes • effective colour relationships, for example harmonies and discords
Materials, tools and equipment may include:	• air brushes • brushes • cardboard • digital equipment • fabrics/textiles/plastics • glue • gouache, watercolour, acrylic • hand tools • light sources/equipment • lighting gels • measuring tools • pastels, colour pencils, crayons • range of papers • receptacles • rulers • software • sponges • spray gun
Idea or concept to be communicated may relate to a huge range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • jewellery design • lighting designs • object or product design • sign making • theatrical props, sets or scenic art
Samples may be:	• colour wheels • colour swatches • constructed

RANGE STATEMENT

	• digital output • drawn, painted, printed • photographs • sample boards • transitory, for example natural and artificial lighting effects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES302A Explore and apply the creative design process to 2D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who apply the creative design process to the development of 2-dimensional forms. The unit underpins many other specialised design units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on 2-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 2-dimensional design 1.2. Evaluate and collate information to build a knowledge of 2-dimensional design
2. Explore the creative design process for 2-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 2-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 2-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 2-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 2-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills to read and interpret information about 2-dimensional design
- visual literacy skills to make judgements about the application of the design process to 2-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2-dimensional forms
- materials, tools and equipment required for the design of 2-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 2-dimensional forms.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - production of a range of samples or concept realisations which show the creative application of processes to 2-dimensional forms - knowledge of the design process as it applies to 2-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 2-dimensional forms.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 2-dimensional design.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of information</i> may include:	- anecdotal sources, personal observation - art and design work - books and magazines

RANGE STATEMENT	
	• natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	• contrast • direction • exploring tonal range to produce illusion of 3-dimensionality • harmony • linear perspective • mark making • modelling volume through marks and tone • pattern

RANGE STATEMENT	
	• positive and negative shape • proportion • rhythm • shape • size • texture • tone
<i>Concept or idea</i> to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
<i>Materials, tools and equipment</i> may include:	• cardboard • air brushes • cutting blades • digital equipment • found materials • glue • inks and washes • markers • measuring tools • pencils • pens and nibs • range of brushes • range of papers • receptacles • relevant and current software • rulers • scissors • spatulas • sponges • spray guns
<i>Concept realisations or samples</i> may be:	• digital output • drawn, painted, printed, collaged • photographs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES303A Explore and apply the creative design process to 3D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 3 dimensional (3D) forms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who apply the creative design process to the development of 3-dimensional forms. The unit underpins many other specialised design units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on 3-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 3-dimensional design 1.2. Evaluate and collate information to build a knowledge of 3-dimensional design
2. Explore the creative design process for 3-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 3-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 3-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 3-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 3-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills sufficient to read and interpret information about 3-dimensional design
- visual literacy skills to make judgements about the application of the design process to 3-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 3-dimensional forms
- materials, tools and equipment required for the design of 3-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 3-dimensional forms
- relationships between form and space.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - production of a range of samples or concept realisations which show the creative application of the processes to 3-dimensional forms - knowledge of the design process as it applies to 3-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 3-dimensional forms.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 3-dimensional design.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of information</i> may	anecdotal sources, personal observation

RANGE STATEMENT	
include:	• art and design work • books and magazines • natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	• bending • binding • cutting • folding • mass • moulding and modelling

RANGE STATEMENT	
	• pasting and taping • positive and negative forms • proportion • relationships of form to form and form to space • rhythm • shape • size • stitching • stretching • symmetry, asymmetry, balance • tone • twisting
Concept or idea to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
Materials, tools and equipment may include:	• brushes • buckets and containers • clamps • clays and other plastic compounds (plasticene, plaster) • cutting tools (scissors, knives blades) • drill • fibres, tape, string • foamcore, polystyrene • found materials • glue • hammer • measuring tools • nails, screws, wire • papers, cardboard and paper pulp • pliers • recycled materials • relevant and current hardware and software • saw • shaping tools (surform blades, planers, modelling and carving tools)

RANGE STATEMENT	
	• wood, metal, fabric, plastic
<i>Concept realisations or samples</i> may be:	• digital output • fabricated and constructed works • models • prototypes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES305A Source and apply information on the history and theory of design

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to source information on design history and theory, and to apply that information to one's own area of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in design and need to develop and maintain a general knowledge of design history and theory. More complex research into design theory and design trends is covered by BSBDES602A Research global design trends and BSBDES701A Research and apply design theory.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on history and theory of design	1.1. Identify and access relevant <i>sources of information</i> on design history and theory 1.2. <i>Organise research material</i> and findings for current or future use in design practice, in a manner which facilitates easy access and cross-referencing
2. Apply information to own area of work	2.1. <i>Evaluate information</i> in the context of current design practice 2.2. Assess ways in which aspects of information on design history and theory could be used or adapted to inform current practice 2.3. Use relevant information in a culturally appropriate way to develop an understanding of own area of work
3. Update and maintain knowledge of design trends	3.1. Identify and use opportunities to update and expand knowledge of design trends and developments 3.2. Incorporate and integrate knowledge into design activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
The following skills must be assessed as part of this unit: - research and comprehension skills to source, understand and apply information on design history and theory - research skills to source readily available information on design history and theory.
Required knowledge
- copyright, moral rights, intellectual property issues and legislation as it relates to using information in own work - current trends in design - evolution of design - organisational information practices and their application - sources of information on design history and theory relevant to own design work.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - knowledge of the history and theory of design and how this may be applied in design practice - application of research and evaluation skills.
Context of and specific resources for assessment	Assessment must ensure: access to information sources on design history and theory.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of how history and theory have been integrated into a design project undertaken by the candidate • evaluation of a presentation made by the candidate about how design history or theory has influenced work • oral or written questioning to assess knowledge of design history, trends and theory.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of information</i> may include:	• cultural, historical, scientific texts • film, video, internet • images, objects • journal articles • oral histories • performances/presentations • philosophical texts • religious and spiritual texts • stories • technical or medium specific information
<i>Information</i> may relate to:	• aesthetics • criticism • cultural issues • gender and identity issues

RANGE STATEMENT	
	• histories of art, craft and design • histories of performances/presentations and related skills • land and place • new technologies • politics • spiritual concerns • world histories
<i>Organising research material</i> may include:	• databases • diagrams, charts • digital storage systems • files, scrapbooks, diaries • mind maps • sketches
<i>Evaluating information</i> may include:	• comparing • considering merit • contrasting • critiquing • discussing and debating • reflecting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

Co-requisite units		

BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with <i>designated persons</i> 1.2. Enter employee <i>pay period details</i> and any <i>deductions and allowances in payroll system</i> in accordance with <i>source documents</i> 1.3. Calculate payment due to individual employees to reflect standard pay and <i>variations</i> in accordance with employee source data
2. Prepare payroll	2.1. <i>Prepare payroll</i> within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store <i>payroll records</i> in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll enquiries in accordance with organisational and legislative requirements 3.2. Provide information in accordance with organisational and legislative requirements 3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
 - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
 - write cheque or salary authorisations
 - prepare pay advice slips
 - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - financial legislation
 - privacy laws
 - occupational health and safety

REQUIRED SKILLS AND KNOWLEDGE

- organisational policy and procedures
- types of payroll systems.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- performing payroll calculations
- applying knowledge of organisational guidelines relating to security and confidentiality of information.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to computer equipment, relevant software and payroll data (samples or actual).

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- analysis of responses to case studies and scenarios
- demonstration of techniques.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Designated persons may include:	• immediate supervisor • those who have the authority to approve payroll decisions
Pay period details may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
Deductions and allowances may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
Payroll system may include:	• manual • computerised
Source documents may include:	• employee earnings and payroll register • employee records or history • employee timesheets
Variations may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

RANGE STATEMENT	
<i>Preparing payroll</i> may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
<i>Payroll records</i> may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
<i>Enquiries</i> may include:	• email • face-to-face • fax • telephone
<i>Legislative requirements</i> may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current <i>financial data</i> to ensure consistency, quality and accuracy in accordance with <i>organisational requirements</i> 1.2. Use <i>conversion and consolidation procedures</i> to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that <i>discrepancies</i>, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with <i>statutory requirements</i> 2.2. Calculate liabilities for tax in accordance with current legislation and <i>revenue gathering practices</i> 2.3. Correctly identify relevant receipts, <i>revenue documentation</i> and payments 2.4. Ensure that statements and claims take full advantage of <i>available benefits and allowances</i> in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within <i>stated deadlines</i>

ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1. Ensure that recommendations are logically derived and supported by evidence in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise significant issues in statements including comparative financial performances for review and decision making 3.5. Ensure structure and format of reports are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

REQUIRED SKILLS AND KNOWLEDGE

- options, methods and practices for deductions, benefits and depreciations.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- organising financial data to highlight relevant features
- presenting financial data in comprehensive format
- completing Business Activity Statements
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of financial data, reports and documents.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of income and expenditure records
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of tax liabilities calculations
- oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting
- assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- general administration units
- other financial administration units.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Financial data may include:

- Australian Bureau of Statistics (ABS) economic data
- budget variances
- budgets and forecasts
- cash flow/profit reports
- financial markets monitoring services (e.g. Reuters)
- financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements)
- market valuations

Organisational requirements may include:

- financial analysis assessments
- financial management manuals
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- price and exchange parameters
- quality assurance and/or procedures manuals
- recording and filing systems
- reporting requirements
- standard financial analysis techniques

Conversion and consolidation procedures may include:

- moving averages
- spreadsheets

RANGE STATEMENT	
	• standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss

RANGE STATEMENT	
	• profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan financial management approaches	1.1. Access <i>budget/financial plans</i> for the work team 1.2. Clarify budget/financial plans with <i>relevant personnel</i> within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare <i>contingency plans</i> in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide <i>support</i> to ensure that team members can competently perform <i>required roles</i> associated with the management of finances 2.3. Determine and access <i>resources and systems</i> to manage financial management processes within the

ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement processes to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. Report on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
 - budgeting

REQUIRED SKILLS AND KNOWLEDGE

- cash flows
- electronic spreadsheets
- GST
- ledgers and financial statements
- profit and loss statements.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements
- knowledge of the record keeping requirements for the ATO and for auditing purposes.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation
- demonstration of techniques using financial record keeping software
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

EVIDENCE GUIDE

	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reporting on budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Budget/financial plans</i> may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
<i>Relevant personnel</i> may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
<i>Contingency plans</i> may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

RANGE STATEMENT	
	• increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support
Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of: • assets • consumables

RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBFRA501B Establish a franchise operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchising operation from an existing business, chain of businesses or planned concept. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisors with a well established, sound theoretical knowledge base in franchising who are proficient in using a range of specialised technical and managerial techniques to plan and establish a franchise operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research feasibility of establishing a franchise operation	1.1.Undertake research into franchising models 1.2.Analyse existing business or planned concept to determine opportunity for expansion into franchise operation 1.3.Undertake market research on product or service 1.4.Undertake financial feasibility of proposed franchise operation 1.5.Seek assistance with feasibility study from <i>specialists and relevant parties</i> as required 1.6.Complete business plan for franchise operation 1.7.Complete marketing plan for franchise operation
2. Plan for establishment of a franchise operation	2.1.Secure financial backing for franchise operation 2.2.Define franchise concept in terms of <i>roles and responsibilities of franchisor and franchisees</i> 2.3.Seek advice from specialists and relevant parties to complete documentation of franchising concept 2.4.Develop and document procedures to guide <i>franchisees'</i> and franchisor's operations 2.5.Determine <i>human and physical resources</i> required to commence franchise operation 2.6.Develop, obtain agreement on and implement recruitment strategies for potential franchise

ELEMENT	PERFORMANCE CRITERIA
3. Implement plan for establishment of a franchise operation	3.1.Undertake marketing of franchise operation 3.2.Identify franchisees to commence franchise operation and formalise agreements 3.3.Assist franchisees in developing a business plan and a marketing plan 3.4.Obtain physical and human resources to implement franchise operation 3.5.Establish operational unit to support and coordinate franchise operation 3.6.Develop and implement monitoring process for managing franchise operation
4. Review implementation process	4.1.Develop and implement review process for implementation of franchise operation 4.2.Identify improvements in franchising operation and associated management processes 4.3.Identify and implement improvements and monitor for effectiveness

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- marketing skills to promote new franchises
- problem-solving skills to resolve issues in commencement of operations and new franchises.

Required knowledge

- occupational health and safety (OHS) requirements specific to the nature and type of franchising operations
- legislation, codes of practice and national standards, for example:
 - legislation specific to nature and type of franchising operations
 - company law, fair trading and anti-discrimination
 - Franchising Code of Conduct
- financing options

REQUIRED SKILLS AND KNOWLEDGE

- franchising operations.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- carrying out initial research into feasibility of the franchise operation
- documenting a business plan, through to implementing the plan
- establishing an agreement with franchisees which specifies roles and responsibilities of both parties
- knowledge of relevant legislation, codes of practice and national standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to business documentation
- access to feedback from franchisees
- access to an actual workplace or simulated environment
- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of financial feasibility study, marketing plan and business plan
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- oral or written questioning to assess knowledge of franchising arrangements

EVIDENCE GUIDE	
	• evaluation of implemented recruitment strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFRA502B Manage a franchise operation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Specialists and relevant parties</i> may include:	• accountants, legal representatives, financial planners and financial institution representatives, business planning specialists, marketing specialists and franchising consultants • chambers of commerce • Franchise Council of Australia
<i>Roles and responsibilities of franchisor and franchisees</i> may include:	• agreement between franchisor and franchisees • conditions for franchises • services provided to franchises
<i>Franchisees</i> may include:	• chain of outlets • existing businesses • interested parties including a trial sample of franchises
<i>Human and physical resources</i> may include:	• communications equipment • office premises • software and hardware • specialist services through outsourcing, contracting and consultancy • staff • vehicles
<i>Operational unit</i> may include:	• home-based site or other location such as leased or owned property

RANGE STATEMENT

	office location staffed with required personnel and equipped to service and support franchisees

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA502B Manage a franchise operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a franchise operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisors managing an existing franchise operation to support franchisees and meet franchisor obligations under the particular franchising agreement entered into with those franchisees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for managing a franchise operation	1.1.Determine obligations of both parties under franchising agreement 1.2.Develop procedures for ensuring compliance with <i>franchising obligations</i> and <i>legislative requirements</i> 1.3.Develop and communicate to franchises <i>reporting requirements</i> for franchisees
2. Implement procedures for managing a franchise operation	2.1.Implement procedures for franchises to ensure compliance with franchising obligations and legislative requirements 2.2.Identify instances of non-compliance and act upon them in conjunction with franchises 2.3.Monitor reports from franchises for completeness, accuracy and timeliness of submission 2.4.Identify potential disputes with franchises and take action to resolve potential disputes before they eventuate 2.5.Resolve disputes that eventuate and reach an agreed settlement within established procedures as documented in the Franchising Code of Conduct
3. Review a franchise operation	3.1.Use monitoring of franchises to inform review process for franchise operation 3.2.Identify improvements in franchise operation and management of franchises from monitoring

ELEMENT	PERFORMANCE CRITERIA
	franchises' business operations 3.3. Make recommendations to improve the effectiveness of the franchise operation and individual franchises

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- marketing skills to promote new franchises
- problem-solving skills to resolve issues in commencement of operations and new franchises
- communication and negotiation skills to address potential disputes
- analysis skills to monitor and review franchise performance.

Required knowledge

- legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas specific to the franchise operation
- Franchising Code of Conduct
- franchise specific obligations:
 - as per franchise agreement
 - as per updates and amendments to the agreement over time.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and

Evidence of the following is essential:

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	- documenting franchising agreement, including franchisee obligations - taking action to ensure franchisee compliance with obligations and addressing non-compliance - improving franchise operations based on feedback and monitoring activities - knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - access to business documentation - access to feedback from franchisees - access to an actual workplace or simulated environment - access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - review of procedures implemented for franchises to ensure compliance with franchising obligations and legislative requirements - analysis of responses to case studies and scenarios - demonstration of techniques - observation of presentations - oral or written questioning to assess knowledge of franchising arrangements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBFRA501B Establish a franchise operation.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

RANGE STATEMENT

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Franchising obligations may include:

- fees and pricing structures
- franchise corporate image requirements and branding
- merchandising requirements
- quality assurance requirements
- reporting of income, sales and turnover
- stock control and inventory requirements, and reporting of this information

Legislative requirements may include:

- Australian Taxation Office requirements, including requirements to register as a business and obtain an Australian Business Number (ABN)
- Dangerous Goods Act requirements
- fire regulations
- food safety requirements
- Liquor Licensing Act requirements
- local government planning and land use zoning regulations
- OHS requirements
- other legislative requirements specific to the nature and type of franchise
- relevant permits, licences and completion of training programs such as in safe food handling
- requirements under employment legislation

Reporting requirements may include:

- accident and incident reporting and recording
- customer numbers and turnover
- income, expenditure and other financial reports
- stock levels and inventory control

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA503B Manage establishment of new sites or regions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the establishment of new sites or regions within an existing franchise operation and select new operators for existing franchises. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in franchising who identify opportunities for new sites or regions and assist potential franchisees in commencing operations. The unit also applies to the selection of new franchisees for existing sites or regions where a new operator is required to take over the franchise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for new franchise sites or regions	1.1. Access franchise organisation's <i>strategic plan for expansion of franchise operation</i> to determine opportunities for new sites or regions 1.2. Make analysis from closures of existing sites or regions and other <i>industry data</i> to identify opportunities for new sites or regions 1.3. Undertake market research to identify opportunities for new sites or regions 1.4. Obtain agreement on new sites and regions from senior management as relevant 1.5. Confirm and document opportunities for new sites or regions within franchisor's policies
2. Select new franchisees	2.1. Supply <i>applicants for new sites or regions</i> with <i>requirements for establishing a franchise</i> 2.2. Check each applicant's suitability and ability to meet franchisor's requirements in consultation with applicants and franchise operation's management 2.3. Evaluate each <i>applicant's business planning documents</i> for suitability
3. Assist potential franchisees with	3.1. Assist potential franchisees with completion of

ELEMENT	PERFORMANCE CRITERIA
establishing new franchise	business and marketing plans 3.2. Clarify issues raised in relation to operation of the franchise with potential franchisees 3.3. Assist potential franchisees with obtaining required permits, site selection and financing options 3.4. Communicate and clarify with potential franchisees, marketing or other cooperative funds, intellectual property rights and rights to client database 3.5. Determine physical and human resources required for commencement of franchise in conjunction with potential franchisee
4. Formalise agreement with new franchisee/s	4.1. Make checks to ensure franchisee/s meet all requirements for entering into franchise agreement 4.2. Complete agreement with new franchisee/s and obtain necessary signatures 4.3. Determine date for commencement of franchise/s
5. Assist franchisee/s in opening new franchise	5.1. Assist franchisee/s with obtaining required physical and human resources to commence operations 5.2. Assist franchisee/s with obtaining required products to commence operations 5.3. Determine and implement responsibilities of franchisor as per franchise agreement 5.4. Provide assistance to franchisee/s to determine and implement strategies and processes to meet franchisee obligations and legislative requirements as per franchise agreement and to manage the franchise 5.5. Monitor ability to commence franchise operations on due date in conjunction with franchisee/s 5.6. Determine training needs of franchisee/s and facilitate required training 5.7. Resolve problems arising in setting up franchise to commence business operations in conjunction with franchisee/s 5.8. Commence operations of new site or region within specified timeframes and within parameters set down by franchisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to secure new franchisees and sites
- problem-solving skills to resolve issues in establishment of formal agreements with franchisees.

Required knowledge

- legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas specific to the franchise operation
- Franchising Code of Conduct
- franchise specific obligations:
 - as per franchise agreement
 - as per updates and amendments to agreement over time.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishing a strategic plan for franchise expansion
- providing advice and support to franchisees
- completing an agreement with franchisees
- knowledge of relevant legislation, codes of practice and national standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to business documentation
- access to feedback from franchisees
- access to an actual workplace or simulated

EVIDENCE GUIDE	
	environment access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - review of market research to identify opportunities for new sites or regions - evaluation of applicant's business planning documents - analysis of responses to case studies and scenarios - demonstration of techniques - observation of presentations - oral or written questioning to assess knowledge of franchising arrangements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBFRA501B Establish a franchise operation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Strategic plan for expansion of franchise operation</i> may include:	- geographic spread of franchises - limits of regions/sites - number of franchises - other criteria for establishing new sites or regions
<i>Industry data</i> may include:	information and statistics from government departments and agencies

RANGE STATEMENT	
	reports and data from peak bodies
Applicants for new sites or regions may include:	- those opening a new site or region - those taking over an existing franchise
Requirements for establishing a franchise may include:	- capital or financial backing - franchise specific requirements - physical aptitude or fitness - receipt of disclosure document as specified in the Franchising Code of Conduct - skill levels or appropriate experience
Products may include:	- consumables - raw materials - stock
Applicant's business planning documents may include:	- business plan - financial plan - marketing plan - other planning documents
Permits may include:	- dangerous goods - fire safety and OHS - local government permits - other permits governed by commonwealth, state/territory legislation - specific business operations such as liquor licence
Physical and human resources may include:	- franchise specific equipment - IT and communications equipment - premises - products (consumables, raw materials, stock) - shop fittings/office furniture - staff - vehicles
Requirements for entering into franchise agreement may include:	- awareness and understanding of requirements as outlined in the Franchising Code of Conduct - competence - financial - health, fitness and aptitude - probity and police checks
Franchisee obligations may include:	- fees and pricing structures - franchise corporate image requirements and

RANGE STATEMENT	
	branding • merchandising requirements • quality assurance requirements • recognition of identified territory to avoid encroachment of territory between franchisees • reporting of income, sales and turnover • stock control and inventory requirements, and reporting of this information
Legislative requirements may include:	• Australian Taxation Office requirements, including requirements to register as a business and obtain an Australian Business Number (ABN) • Dangerous Goods Act requirements • fire regulations • food safety requirements • Liquor Licensing Act requirements • local government planning and land use zoning regulations • OHS requirements • other legislative requirements specific to the nature and type of franchise • relevant permits, licences and completion of training programs such as in safe food handling • requirements under employment legislation
Training may be:	• scheduled on a cyclical basis (such as yearly refresher courses and product knowledge workshops) • specified in initial franchise agreement • required by legislation such as first aid

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA504B Manage relationships with franchisees

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage relationships with franchisees. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisors with a well established, sound theoretical knowledge base in franchising who are proficient in using a range of specialised technical and managerial techniques to establish, manage and maintain relationships with franchisees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with franchisees	1.1. Establish franchisee advisory council and <i>other communication channels</i> to link franchisee and franchisor to inform best practice and support franchisees and franchise operations 1.2. Determine and implement own role on franchisee advisory council 1.3. Determine and clarify role and responsibilities as franchisor's representative 1.4. Establish schedule of contact with franchisees 1.5. Hold initial meetings with franchisees to initiate ongoing relationships 1.6. Discuss and clarify roles and responsibilities of franchisor and franchisee with franchisees at initial meetings
2. Facilitate customer service provision to franchisees	2.1. Schedule and facilitate <i>services to be provided to franchisees</i> as per agreement 2.2. Negotiate and facilitate needs for additional services 2.3. Manage marketing or other cooperative funds according to documented agreements with franchisees 2.4. Resolve problems arising in service provision with franchisees in line with documented complaint handling procedures as specified in the Franchising

ELEMENT	PERFORMANCE CRITERIA
	Code of Conduct 2.5. Maintain currency of information relating to services provided through franchisor
3. Provide advice to franchisees	3.1. Monitor business activity of franchisees 3.2. Provide specific advice to franchisees through required training 3.3. Clarify requests for advice from franchisees and provide appropriate responses 3.4. Undertake research to inform advice to be provided 3.5. Provide timely, accurate advice in a manner that promotes acceptance of that advice 3.6. Ensure follow up with franchisee to ensure advice is understood and appropriate responses are made by franchisee
4. Review management of relationship with franchisees	4.1. Monitor relationships with franchisees for customer satisfaction 4.2. Review strategies and practices to manage relationship with franchisees to identify improvements 4.3. Implement identified improvements in managing relationships with franchisees

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- business planning and management skills to provide customer service support to franchisees
- communication and negotiation skills to establish and support relationships with franchisees
- problem-solving skills to address issues in relationship with franchisees.

Required knowledge

- legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas

REQUIRED SKILLS AND KNOWLEDGE

- specific to the franchise operation
- Franchising Code of Conduct
- franchise specific obligations:
 - as per franchise agreement
 - as per updates and amendments to agreement over time.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- creating strategies and processes to manage relationships with franchisees
- providing advice to franchisees
- analysing franchisee needs
- knowledge of relevant legislation, codes of practice and national standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to business documentation
- access to feedback from franchisees
- access to an actual workplace or simulated environment
- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- oral or written questioning to assess knowledge of

EVIDENCE GUIDE	
	franchising arrangements • evaluation of research undertaken to inform advice provided to franchisees • review of strategies and practices used to manage relationship with franchisees.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFRA502B Manage a franchise operation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Other communication channels</i> may include:	• contact via email, mobile/office based telephone, pagers and other emergency contact channels • meeting schedules • workshops for franchisees
<i>Services to be provided to franchisees</i> may include:	• advice on operational matters • assistance with quality assurance • assistance with use and maintenance of equipment • facilitating the identification of training needs and training delivery
<i>Required training</i> may be:	• scheduled on cyclical basis (such as yearly refresher courses, product knowledge workshops) • specified in franchise agreement as franchise is established • required by legislation such as first aid, food handling

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBFRA505B Manage closure of a franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the closure of a franchise or to transfer it to a new franchisee, or to take action to prevent a closure being executed. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisors with a well established, sound theoretical knowledge base in franchising who are proficient in using a range of specialised technical and managerial techniques to undertake the closure of a franchise or transfer to a new franchisee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate and implement alternatives to closure	1.1. Discuss, document and analyse reasons for closure with <i>relevant stakeholders</i> 1.2. Use lessons learned from previous franchise closures and potential franchise closures to arrive at alternative strategies 1.3. Research and negotiate <i>alternative strategies</i> to closure with franchisee and relevant third parties 1.4. Assess feasibility of transferring franchise to new franchisee 1.5. Implement, where feasible, alternative arrangements to closure including transfer
2. Determine roles and responsibilities in closure or transfer of franchisee	2.1. Determine <i>roles and responsibilities</i> of all parties in closure or transfer in line with the Franchising Code of Conduct 2.2. Negotiate process for effecting closure or transfer with relevant stakeholders and document in the form of a plan 2.3. Allocate responsibilities for effecting closure or transfer 2.4. Negotiate closing date or transfer date for franchise with relevant stakeholders
3. Implement plan for closure or transfer	3.1. Communicate closing date or transfer date for franchise to relevant stakeholders

ELEMENT	PERFORMANCE CRITERIA
	3.2. Carry out disposal of assets according to plan or transfer them to new franchisee 3.3. Facilitate financial settlements with financial institutions or franchisor's financial officers or debt collectors 3.4. Implement arrangements for closure or transfer in consultation with customers 3.5. Dispose of intellectual property including client database according to agreement between franchisor and franchisee 3.6. Undertake checks to ensure that the process for closure or transfer has been completed according to plan
4. Review implications for franchise operations	4.1. Analyse implications for franchise operations from review of closure or transfer 4.2. Identify and recommended improvements to franchise operations and management of franchises

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- business management skills to develop plans for closure
- communication and negotiation skills to work with franchisees to implement closure
- analysis and evaluation skills to determine alternatives to closure
- problem-solving skills to address issues arising in closure.

Required knowledge

- legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas specific to the franchise operation
- Franchising Code of Conduct
- franchise specific obligations:
 - as per franchise agreement

REQUIRED SKILLS AND KNOWLEDGE

- as per updates and amendments to agreement.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- planning and evaluation of closure and alternatives
- consulting all stakeholders involved in closure
- documenting reasons for closure and incorporating these reasons into plans for future operations
- knowledge of relevant legislation, codes of practice and national standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to business documentation
- access to feedback from franchisees
- access to an actual workplace or simulated environment
- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documented plans for closure
- evaluation of alternative closure strategies developed
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- oral or written questioning to assess knowledge of franchising arrangements.

Guidance information for

Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant stakeholders may include:

- customers
- financial institutions and backers for franchisee
- franchisee
- other franchisor management staff
- regulatory authorities issuing relevant permits

Alternative strategies may include:

- franchise specific promotion
- franchisor take-over of operations on a temporary basis until new franchisee is selected
- negotiating 'grace periods' for debts
- refinancing
- resizing of business
- transferring to new operator
- combination of these strategies

Roles and responsibilities may include:

- disposing of assets
- informing customers of new arrangements
- managing financial settlements and handling debtors
- managing supplier relationships during closure/transfer
- selecting new franchisees

Disposal of assets may include:

- offer to new franchisee/s
- sale
- tender

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

BSBHRM502A Manage human resources management information systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage human resources information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and human resources information systems (HRIS) who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have staff who report to them but they are authorised to oversee the HRIS.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify human resources information requirements	1.1. Collect, collate and document information requirements of users 1.2. Identify communication processes to support user needs 1.3. Agree on information requirements and communication processes with users and relevant managers 1.4. Develop a draft information systems management plan with agreed review mechanisms, timeframe and criteria 1.5. Specify information requirements in a clear and concise manner 1.6. Ensure information requirements are consistent with organisational objectives and policies 1.7. Identify resources required to meet the information

ELEMENT	PERFORMANCE CRITERIA
	requirements within budget parameters
2. Select human resources information management system	2.1. Agree on selection criteria for the information management system with relevant groups and individuals 2.2. Ensure that selection criteria for the system has the capability to meet organisation's objectives, policies and budget parameters 2.3. Evaluate potential systems against the criteria 2.4. Undertake cost benefit and risk analysis in relation to the systems which meet the selection criteria 2.5. Establish preferences for system and provide selection report to senior managers 2.6. Ensure that preferred system is capable of being customised to meet organisation and user requirements
3. Implement human resources information system	3.1. Develop implementation plan with users, other relevant groups and individuals 3.2. Confirm implementation plan's roles and responsibilities with individuals and groups involved 3.3. Assign resources to meet implementation plan timeframe, quality and other objectives 3.4. Modify implementation schedule to resolve any problems arising 3.5. Ensure groups and individuals contribute to implementation in accordance with plan objectives
4. Monitor and evaluate performance of human resources information system	4.1. Monitor information system performance and prepare performance reports 4.2. Obtain feedback from users about the system 4.3. Benchmark system performance against other systems, and latest trends and developments 4.4. Analyse performance gaps and current strategies and introduce improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE	
Required skills	
• literacy skills to write specifications for systems • people management skills to work with contractors or staff who will be implementing the HRIS • planning and organising skills to transition the HRIS • technology skills to ensure suitability of software for organisational requirements.	
Required knowledge	
• monitoring, measuring and evaluation techniques for a range of human resource management functions • procurement procedures, including preparation of a technical brief • types of HRIS that are available and their respective capabilities and limitations.	

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assessment of written reports on HRIS specification, selection and implementation • implementation plan for an HRIS and associated management skills to oversee transition and implementation of a new HRIS • knowledge of the types of HRIS available and their respective capabilities and limitations.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on HRIS implementation

EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentations about user information requirements • oral or written questioning to assess knowledge of HRIS capabilities • evaluation of implementation plan • review of documentation outlining feedback from users about the system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Information requirements</i> include:	• career development • employee relations and industrial relations • employee support • human resources development • legislative requirements • organisational development • performance management • recruitment, selection and induction • re-deployment of employees • termination of employees • workforce planning
<i>Draft information systems management plan</i> includes:	• proposed system objectives, methods of management, timeframes and other criteria

RANGE STATEMENT	
	specification of system requirements for the purposes of selecting appropriate systems to manage the information
Relevant groups and individuals means:	all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Cost benefit analysis means:	calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Risk analysis means:	determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

BSBHRM504A Manage workforce planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organisational goals and objectives. It includes aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or staff who take a role in a policy or planning unit with a focus on workforce planning. Typically this work would occur in larger organisations where supply of skilled labour needs special attention. The unit covers the research associated with labour markets and the requirement to match organisational needs with employee skill and commitment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess supply and demand	1.1. Review <i>business plans</i> to determine predicted areas of organisational growth and downsizing and associated labour requirements 1.2. Analyse existing workforce to determine areas where there are excesses or shortages 1.3. Review organisational requirements for <i>diversity</i> in the workforce 1.4. Analyse current workforce's capacity to meet current and predicted demands for business goods and services 1.5. Consider existing organisational structure and its strengths and shortcomings in relation to foreseeable changes 1.6. Research and review current and predicted external

ELEMENT	PERFORMANCE CRITERIA
	labour supply data , and demographic and economic data, to forecast human resources supply 1.7. Review staffing budgets to predict cost of workforce changes
2. Develop workforce objectives and strategies	2.1. Establish objectives for the modification to or retention of the workforce 2.2. Define objectives to address areas with unacceptably high staff turnover 2.3. Define objectives to retain required skilled labour 2.4. Define strategies to source skilled labour 2.5. Communicate objectives and rationale to relevant stakeholders 2.6. Obtain agreement and endorsement for objectives and establish targets 2.7. Develop contingency plans to cope with extreme situations
3. Implement initiatives to support workforce planning objectives	3.1. Implement action to support agreed objectives for recruitment, training, redeployment and redundancy 3.2. Develop and implement strategies to assist workforce to deal with organisational change 3.3. Implement succession planning system to ensure desirable workers are developed and retained 3.4. Implement programs to ensure workplace is an employer of choice
4. Monitor and evaluate workforce trends	4.1. Review workforce plan against patterns in exiting employee and workforce changes 4.2. Monitor labour supply trends for areas of over- or under-supply in the external environment 4.3. Monitor effects of labour trends on demand for labour 4.4. Survey organisational climate to gauge worker satisfaction 4.5. Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends or incidents 4.6. Regularly review government policy on labour demand and supply 4.7. Evaluate effectiveness of change processes against agreed objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and leadership skills to explain the need for change and to gain support for change
- literacy skills to read and write reports and succinct workforce plans
- mathematical skills to work with data and predictions about labour supply information
- analytical skills to review data according to the needs of the organisation.

Required knowledge

- current information about labour supply that is relevant to the specific industry or skill requirements for the organisation
- industrial relations relevant to the specific industry
- labour force analysis and forecasting techniques.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development of a workforce plan which includes relevant research and specific strategies to ensure access to a skilled workforce
- knowledge of labour demand and supply relevant to the specific industry or skill requirements for the organisation.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on labour supply trends and strategies to access and retain labour with required skills • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining agreed objectives for the modification to or retention of the workforce and how these objectives were communicated to senior management • review of strategies implemented to assist the workforce to deal with organisational change • evaluation of implementation of succession planning system • review of the results of the organisational climate survey • oral or written questioning to assess knowledge of industrial relations relevant to the specific industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Business plans</i> may also include:	• strategic or operational plans
<i>Diversity</i> may include all kinds of	• age

RANGE STATEMENT	
differences the workforce, including:	• cultural or linguistic background • gender • race • religious beliefs • sexuality
Data may include:	• ABS statistics • data on numbers of graduates or places in universities or the vocational education and training system • information from industry journals or professional associations • research reports
Objectives may include:	• becoming an employer of choice • specific objectives for the organisation on recruitment, training, redeployment and redundancy • triple bottom line
Succession planning refers to:	• processes that ensure that preferred staff will stay with the organisation
Organisational climate surveys may include:	• employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organisation and its functioning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

BSBHRM506A Manage recruitment selection and induction processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop recruitment, selection and induction policies and procedures	1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2. Develop <i>recruitment, selection and induction policies and procedures</i> and supporting documents 1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process 1.4. Obtain support for policies and procedures from senior managers 1.5. Trial forms and documents that support policies and procedures and make necessary adjustments 1.6. Communicate policies and procedures to relevant staff and provide training if required
2. Recruit and select staff	2.1. Determine future human resources needs in collaboration with <i>relevant managers and sections</i> 2.2. Ensure current position descriptors and person specifications for vacancies are used by managers

ELEMENT	PERFORMANCE CRITERIA
	and others involved in the recruitment, selection and induction processes 2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process 2.4. Ensure that advertising of vacant positions complies with organisational policy and legal requirements 2.5. Utilise specialists where necessary 2.6. Ensure that selection procedures are in accordance with organisational policy and legal requirements 2.7. Ensure that processes for advising applicants of selection outcome are followed 2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1. Provide access to training and ongoing support for all persons engaged in staff induction 3.2. Check that induction processes are followed across the organisation 3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5. Make refinements to induction policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise across the organisation and to ensure that policies and procedures are well supported
- leadership skills to engage others and to ensure that good processes are followed and supported

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.

Required knowledge

- concept of outsourcing
- diversity, equal employment opportunity and anti-discrimination principles and associated legislation
- employee contracts
- industrial relations
- recruitment and selection methods, including assessment centres
- relevant legislation on equal opportunity, industrial relations and anti-discrimination
- relevant terms and conditions of employment
- understanding of psychometric and skills testing programs
- workplace relations regulations, workplace relations legislation and other relevant legislation.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports on recruitment,

EVIDENCE GUIDE	
	selection and induction processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of training and other forms of support provided to all persons involved in the recruitment and selection process • evaluation of trialling of forms and documents that support policies and procedures • review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives • oral or written questioning to assess knowledge of relevant legislation and selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units form the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Recruitment, selection and induction policies and procedures</i> may address:	• application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description

RANGE STATEMENT	
	• job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections includes:	• those who have a role in the recruitment selection or induction processes
Advertising may occur through:	• internal channels • internet • newspapers • radio • recruitment agencies or specialists • television
Specialists may include:	• recruitment agencies • remuneration specialists • staff who run security checks • vocational psychologists
Selection procedures may include:	• aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of <i>relevant personnel</i> and <i>stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i> 1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of performance measures 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality legislation
 - freedom of information legislation
 - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality
- organisational operations, and existing data and information systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context - knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - access to system - access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - assessment of written reports reviewing and evaluating information or knowledge management systems - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - observation of presentations - oral or written questioning to assess knowledge of relevant organisational policies and procedures - review of identified learning needs personnel and stakeholders regarding the information or knowledge management system - evaluation of monitoring and documentation about the effectiveness of learning activities - analysis documentation reporting on the strengths and limitations of the system - review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Management.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant personnel include:

- managers, leaders, supervisors and coordinators
- owners
- staff, team members and colleagues

Stakeholders include:

- clients and customers
- employee representatives
- funding bodies
- industry, professional and trade associations
- regulatory bodies and authorities
- sponsors
- tenderers, suppliers and contractors

Information or knowledge management is defined as:

- equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation

An information or knowledge management system:

- comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders

Learning activities include:

- coaching and mentoring programs
- help desks
- information sessions, briefings, workshops and training programs
- paper-based or electronic (including intranet)

RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
<i>Policies and procedures for the information or knowledge management system</i> cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
<i>Performance measures</i> include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBINN201A Contribute to workplace innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry or community context, in both small and large organisations. They take a pro active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, the nature of this process requires the application of discretion, judgement and effective interpersonal skills. The unit assumes that there is wider organisational and management support for innovation and for individuals at all levels to contribute to the innovation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities to do things better	1.1. Be aware of <i>own role</i> in workplace innovation 1.2. Pro-actively identify <i>opportunities for improvement</i> in own area of work 1.3. Gather and review <i>information which may be relevant to ideas</i> and which might assist in gaining support for ideas
2. Discuss and develop ideas with others	2.1. Identify <i>people who could provide input</i> into ideas for improvements 2.2. Select the <i>best way of approaching people</i> to begin sharing ideas 2.3. Seek <i>feedback</i> on improvement of ideas, and discuss and develop <i>options and possible variations</i> 2.4. Review and select ideas for follow-up based on feedback and further review
3. Address the	3.1. Take action to implement <i>routine changes</i> in

ELEMENT	PERFORMANCE CRITERIA
practicalities of change	consultation with others and within scope of own responsibility 3.2. Identify and articulate issues and practical processes for implementing proposed ideas 3.3. Present ideas and practical suggestions to the appropriate people about how improvements could be made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions
- comprehension skills to review and interpret information from a wide range of sources
- organisational skills to articulate practical processes and actions for change
- problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions.

Required knowledge

- role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context
- role of individuals in suggesting and making improvements and the importance of pro-active involvement
- positive impacts and the challenges of change and innovation
- types of changes that can occur as a result of effective individual participation
- typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- ways in which improvements and change can be suggested to maximise likelihood of support.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the improvement/innovation process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in brainstorming, discussions and other collaborative activities to develop ideas • evaluation of candidate's ability to generate ideas to address a range of practical operational situations • evaluation of feedback from other people involved in the collaborative process about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the role of innovation, the role of individuals in the innovation process and the types of techniques that can be used.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Own role</i> may relate to:	• current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
<i>Opportunities for improvement</i> may relate to:	• changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
<i>Information which may be relevant to ideas</i> may include:	• examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
<i>People who could provide input</i> may include those who might:	• challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
<i>Best way of approaching people</i> may be influenced by:	• degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation

RANGE STATEMENT	
	time pressures and priorities
Feedback could be gained in a range of ways and may include:	- asking questions - talking to colleagues or supervisors - using brainstorming techniques - using 'what if' scenarios
Options and possible variations development may occur by:	- considering resources needed - considering time required - taking on board ideas from other people - thinking through all aspects of the ideas - whole new concepts that come out of discussions
Routine changes may include:	- adjustments to work practices with minimal impact on others or within a small team - changes that do not require management approvals - changes that have the support of management and for which authority is given for immediate action to be taken
Issues and practical processes may relate to:	- any approvals required - cost of implementation - internal politics - need for a planned communication approach (internal or external) - personalities and philosophies of others in the workplace - relationship of the idea to organisation priorities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement <i>learning and development needs</i> in line with <i>organisational requirements</i> 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect <i>feedback on performance</i> of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that <i>learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i> 2.3. Provide workplace learning opportunities, and <i>coaching and mentoring assistance</i> to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a

ELEMENT	PERFORMANCE CRITERIA
	range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles

REQUIRED SKILLS AND KNOWLEDGE

- codes of practice
- privacy laws
- occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and implementing learning opportunities for others
- giving and receiving feedback from team members to encourage participation in and effectiveness of team
- creating learning plans to match skill needs
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of learning and development plans, policies and procedures
- examples of documents relating to diversity policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios

EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Learning and development needs</i> may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
<i>Organisational requirements</i> may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements

RANGE STATEMENT	
	• OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
<i>Feedback on performance</i> may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
<i>Learning delivery methods</i> may include:	• conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
<i>Equipment and resources</i> may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
<i>Coaching and mentoring assistance</i> may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1. Identify potential formal and informal <i>learning opportunities</i> 1.2. Identify <i>learning needs</i> of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement <i>learning plans</i> as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the <i>diversity of needs</i> 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with <i>training and development specialists</i> and contributes to learning opportunities which enhance individual, team and organisational performance

ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to <i>encourage a learning culture</i> within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - deal with people openly and fairly

REQUIRED SKILLS AND KNOWLEDGE

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
 - developing learning plans
 - establishing a workplace which is conducive to learning
 - evaluating the effectiveness of learning
 - identifying learning needs
 - negotiating learning arrangements with training and development specialists
 - selecting and using work activities to create learning opportunities
 - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods
 - structured learning
 - work-based learning.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learning opportunities may include:

- structured learning activities conducted outside and within the workplace such as:
 - accredited training through an independent organisation such as a state/territory OHS authority
 - action learning
 - short courses
 - training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
 - workshops
- workplace learning activities, that may also contribute to a recognised credential, such as:
 - coaching
 - exchange/rotation
 - induction
 - mentoring
 - shadowing

Learning needs may include:

- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles
- gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks

Learning plans may include:

- codes of conduct
- key performance indicators
- negotiated agreement with individual/s
- OHS requirements
- performance standards
- team competencies
- team roles and responsibilities
- work outputs and processes

RANGE STATEMENT	
<i>Diversity of needs</i> may include:	learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
<i>Training and development specialists</i> may be:	- internal - external
<i>Encourage a learning culture</i> may refer to:	encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMED301B Interpret and apply medical terminology appropriately

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; and to use appropriate advanced medical terminology. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond appropriately to instructions which contain medical terminology	1.1. Receive, interpret and document written and oral instructions using medical terminology 1.2. Use checklists where appropriate 1.3. Ensure own understanding of abbreviations for specialised medical terminology and associated processes 1.4. Ensure own understanding of and adhere to, the policies and procedures of the enterprise 1.5. Seek clarification when necessary
2. Carry out routine tasks	2.1. Use medical terminology correctly in the completion of routine tasks 2.2. Seek assistance from supervisor or experienced staff member as required
3. Use appropriate medical terminology in oral and written communication	3.1. Use appropriate medical terminology as directed, in oral communication with patients, fellow workers and health professionals 3.2. Use appropriate medical terminology as directed, in written communication with patients, fellow workers and health professionals 3.3. Present written communication to a designated

ELEMENT	PERFORMANCE CRITERIA
	<i>person</i> for verification if required 3.4. Spell and pronounce medical terminology correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret policies, signs and instructions and to use correct spelling, grammar and punctuation
- learning skills to research and increase own knowledge of medical terminology
- communication skills to understand, clarify and explain instructions and procedures.

Required knowledge

- medical terminology, including the fundamental word structure used in medical terms
- basic systems of the body
- organisational documentation and recording requirements
- source of information relating to medical terminology
- key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - anti-discrimination legislation
 - ethical principles
 - privacy laws
 - Freedom of Information Act.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using medical terminology in written and verbal communication • identifying and appropriately using abbreviations for medical terms and associated processes • managing own learning to maintain knowledge of up-to-date medical terminology • knowledge of relevant legislation from all levels of government that impacts on business operations, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning • observation of performance in role plays • review of written communication with patients for use of appropriate medical terminology • oral or written questioning to assess knowledge of workplace emergencies, risks and hazards • assessment of documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration or medical services administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Written and oral instructions</i> may include:	• diary entries • drugs orders • instructions for postoperative care • notices • occupational health and safety (OHS) signs and instructions • patient notes • referrals • routine reports • telephone calls • test results • theatre lists • verbal instructions
<i>Medical terminology</i> may include:	• abbreviations for medical and pharmacological terms (e.g. BCG, HRT, IVP, tab, ante, ung) • causes to changes in the systems of the body (e.g. changes to the musculo-skeletal system may include inflammation due to repeated strain on the system) • common medical conditions including illnesses, injuries and diseases • departments/sections in a hospital • health insurance terminology • interrelated functions of the body, locations and diseases (e.g. functions of the skeletal system, locations of skeletal injuries, skeletal diseases) • knowledge of medical specialties and the names and titles of doctors working in specialist fields • medical conditions • medical equipment and instruments • medical investigations and procedures • Medicare terminology

RANGE STATEMENT	
	• medications • referrals • terms to describe onset and/or nature of disease
<i>Policies and procedures</i> may include:	• abiding by local, state/territory and commonwealth legislation • accessing and updating files • cleanliness and hygiene • correspondence format • emergency procedures • following instructions • information specific to the enterprise • office practice manual • OHS • Royal Australian College of General Practitioners (RACGP) Code of Practice for the Management of Health Information in General Practice • RACGP Entry Standards for General Practices • telephone protocol • recording information • security, confidentiality and privacy procedures
<i>Clarification</i> may be sought from:	• drug and prescription information sources/databases • experienced staff member/s • medical dictionary • office practice manual • relevant handbook • supervisor
<i>Routine tasks</i> may include:	• answering patient enquiries • contributing to meetings • dealing with patient complaints • entering patient details into computer system • filing patient notes • maintaining information to assist patients • maintaining patient information • maintaining reception area, waiting room, consultation room • ordering stock (e.g. stationery, medical supplies) • preparing medical equipment

RANGE STATEMENT	
	• preparing reports • processing correspondence • producing a range of complex medical documents (e.g. patient history, case report) • providing information to patients • receiving and making telephone calls • receiving visitors and patients • recording information • storing and maintaining security of drugs • word processing
Oral communication may include:	• answering routine telephone enquiries • communicating with a range of medical/hospital professionals on patient related matters • confirming appointments • dealing with difficult patients/customers • paging staff • reporting to staff at meetings • transferring calls • verbal instructions
Written communication may include:	• appointment diaries, cards • case reports • complex correspondence to a range of medical/hospital professionals on patient related matters • forms • letters • memoranda • minutes • patient histories • patient history questionnaires • patient records • telephone messages
Designated person may include:	• doctor • practice manager • supervisor

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Medical Services Administration

Co-requisite units

Co-requisite units		

BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1. Implement <i>systems</i> to ensure that individuals and teams are actively encouraged and supported to <i>participate in decision making processes</i>, assume responsibility and exercise initiative 1.2. Communicate the organisation's <i>continuous improvement processes</i> to individuals and teams, and obtain feedback 1.3. Ensure effective <i>mentoring and coaching</i> allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1. Use the organisation's systems and <i>technology</i> to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve <i>customer service</i> through continuous improvement techniques and processes

ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement <i>processes to ensure that team members are informed of savings and productivity/service improvements</i> in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - coach and mentor team members
 - gain the commitment of individuals and teams to continuously improve
- innovation skills to design better ways of performing work.

Required knowledge

- principles and techniques associated with:
 - benchmarking
 - best practice
 - change management
 - continuous improvement systems and processes
 - quality systems.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processes was communicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Systems</i> may refer to:	- forums, meetings - newsletters and reports - organisational policies and procedures - web-based communication devices
<i>Participation in decision making processes</i> may include:	- feedback in relation to outcomes of the consultative process - processes which ensures all employees have the opportunity to contribute to organisational issues
<i>Continuous improvement processes</i> may include:	- cyclical audits and reviews of workplace, team and individual performance - evaluations and monitoring of effectiveness - implementation of quality systems, such as International Standardization for Organization (ISO) - modifications and improvements to systems, processes, services and products - policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures - seeking and considering feedback from a range of stakeholders
<i>Mentoring and coaching</i> may refer to:	- providing assistance with problem-solving - providing feedback, support and encouragement - teaching another member of the team, usually focusing on a specific work task or skill
<i>Technology</i> may include:	- computerised systems and software such as databases, project management and word processing - telecommunications devices - any other technology used to carry out work roles and responsibilities

RANGE STATEMENT	
<i>Customer service</i> may be:	• internal or external • to existing, new or potential clients
<i>Processes to ensure that team members are informed of savings and productivity/service improvements</i> may refer to:	• email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT405A Provide personal leadership

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to display high levels of personal leadership and to be a role model within the work environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to staff who have a leadership role. It applies to the manner in which they conduct themselves, the initiative they take in influencing, assisting and guiding others, and to the way they manage their own role and responsibilities. Competence in this unit requires consistently high levels of self management and behaviours that exemplify the desired standards within the organisation. This involves the candidate earning the trust and respect of the team and acting as a role model at all times. This role is undertaken by staff with managerial responsibility (people management or operational/specialist management).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Influence individuals and teams in a positive manner	1.1. Encourage, value and reward individual and team efforts and contributions 1.2. Promote accountability of work undertaken by individuals/teams by communicating roles, responsibilities and expectations clearly 1.3. Gain positive acceptance and support for information and ideas from the team
2. Make informed decisions	2.1. Gather and organise information relevant to the issue/s under consideration 2.2. Involve individuals/teams to actively participate in the decision making process 2.3. Determine preferred course of action after risks and options are examined and assessed 2.4. Communicate decisions to individuals/teams clearly

ELEMENT	PERFORMANCE CRITERIA
	and in a timely manner 2.5. Prepare plans to implement decisions after agreement by relevant individuals/team 2.6. Monitor the implementation and impact of decision using reliable feedback processes
3. Enhance the image of the enterprise	3.1. Conduct business in a way that is consistent with <i>enterprise standards and values</i> 3.2. Note and promptly discuss with the appropriate person, any inappropriate values and standards exhibited within the organisation, using established communication channels 3.3. Consistently display a very high standard of <i>personal presentation</i> in line with organisational expectations and policies
4. Demonstrate high standards of personal and management performance	4.1. Contribute to developing a reputable organisation which has integrity and credibility, through personal performance and behaviours 4.2. Ensure standards of personal and management performance are consistent with enterprise requirements 4.3. Provide a positive role model for others through <i>personal and managerial performance</i> 4.4. Develop and implement plans in accordance with <i>enterprise goals and objectives</i> 4.5. Develop, set and monitor key performance indicators and targets within the team/enterprise business plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to encourage and develop team members effectively
- communication skills to conduct effective informal and formal meetings, to communicate effectively with personnel at all levels, and to provide effective feedback
- effective goal setting skills to be able to set realistic but challenging goals for team

REQUIRED SKILLS AND KNOWLEDGE

- members
- interpersonal skills to establish rapport and to build relationships with clients, team members and stakeholders
- leadership skills to gain the trust and confidence of colleagues and clients
- literacy skills to communicate and articulate information and ideas clearly and effectively
- organisational skills to lead the team in a methodical and organised manner and in line with to agreed timeframes
- problem-solving skills to resolve problems in a systematic and positive manner and to create innovative and effective solutions
- team building skills to effectively develop team spirit and morale.

Required knowledge

- coaching and mentoring techniques
- continuous improvement techniques and processes
- enterprise culture and values
- enterprise mission, business goals and standards
- enterprise policies, procedures and guidelines
- operational environment - customer base, company products and services
- performance management policies, procedures and systems.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- acquiring and using information to the best advantage for achievement of team/project performance goals
- making decisions appropriate to the achievement of team performance goals
- effectively managing work to achieve goals and results
- introducing and monitoring practices to improve performance
- undertaking effective consultation processes

EVIDENCE GUIDE	
	- effectively using management information systems in the achievement of team performance goals and objectives - clearly and effectively communicating critical information to team, peers and management - promoting available learning methods to support team competence - knowledge of the organisational goals, values and objectives.
Context of and specific resources for assessment	Assessment must ensure: - access to workplace information and data - access to relevant legislation, standards and guidelines - access to 360 degree feedback - access to documentation relating to continuous improvement initiatives, development plans and training plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - direct observation of leadership style and effectiveness in the work environment - review of 360 degree feedback - review of performance management, development planning, training and team meeting minute documentation - oral and/or written questioning to assess knowledge of organisational goals, values and objectives - review of leader's self-assessment of leadership effectiveness and self-awareness.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other management units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Enterprise standards and values</i> may include:	• code of conduct (behaviours) • compliance with regulatory and legislative requirements • customer service charter • enterprise quality and continuous improvement processes and standards • ethical standards established by the enterprise • policies and procedures • values of the organisation • vision and mission statement
<i>Personal presentation</i> may include:	• body language • conduct • dress standards • language • punctuality
<i>Personal and managerial performance</i> may include:	• way the candidate manages the performance and behaviours of team members and teams • way the candidate self manages own performance and behaviours
<i>Enterprise goals and objectives</i> may include:	• company business objectives • company standards and values • productivity and profitability objectives and targets

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm <i>performance standards, Code of Conduct</i> and work outputs with relevant teams and individuals 1.5. Develop and agree <i>performance indicators</i> with relevant staff prior to commencement of work 1.6. Conduct <i>risk analysis</i> in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design <i>performance management</i> and review processes to ensure consistency with organisational

ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <i>excellence in performance</i> 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. <i>Terminate</i> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- documented performance indicators and a critical description and analysis of performance management system from the workplace
- techniques in providing feedback and coaching for improvement in performance
- knowledge of relevant awards and certified agreements.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

EVIDENCE GUIDE

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

RANGE STATEMENT	
<i>Risk analysis</i> means:	determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
<i>Performance management</i> means:	- in accordance with relevant industrial agreements - process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
<i>Excellence in performance</i> means:	regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
<i>Termination</i> means:	cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational plan	1.1. Research, analyse and document <i>resource requirements</i> and develop an operational plan in consultation with <i>relevant personnel, colleagues and specialist resource managers</i> 1.2. Develop and/or implement <i>consultation processes</i> as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of <i>key performance indicators</i> to measure organisational performance 1.4. Develop and implement <i>contingency plans</i> at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist

ELEMENT	PERFORMANCE CRITERIA
	advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to access and use workplace information and to write a succinct and

REQUIRED SKILLS AND KNOWLEDGE

- practical plan
- technology skills to use software to produce and monitor the plan against performance indicators
- planning and organisational skills
- coaching skills to work with people with poor performance
- numeracy skills to allocate and manage financial resources.

Required knowledge

- models and methods for operational plans
- budgeting processes
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- development of an operational plan with details of how it will be implemented and monitored
- knowledge of models and methods for operational plans.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of budgeting processes
- review of operational plan, key performance

EVIDENCE GUIDE	
	indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Resource requirements</i> may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
<i>Relevant personnel, colleagues and specialist resource managers</i> may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
<i>Consultation processes</i> may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of

RANGE STATEMENT	
	- consultation - meetings, interviews, brainstorming sessions
Operational plans may also be termed:	- action plans - annual plans - management plans - tactical plans
Key performance indicators may refer to:	measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	- contracting out or outsourcing human resources and other functions or tasks - diversification of outcomes - finding cheaper or lower quality raw materials and consumables - increasing sales or production - recycling and re-using - rental, hire purchase or alternative means of procurement of required materials, equipment and stock - restructuring of organisation to reduce labour costs - risk identification, assessment and management processes - seeking further funding - strategies for reducing costs, wastage, stock or consumables - succession planning
Organisation's policies, practices and procedures may include:	- organisational culture - organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources - Standard Operating Procedures - undocumented practices in line with organisational operations
Designated persons/groups may include:	- groups designated in workplace policies and procedures - managers or supervisors whose roles and responsibilities include decision making on operations - other stakeholders such as Board members

RANGE STATEMENT

	• other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop <i>strategies</i> to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2. Establish <i>systems</i> to ensure that the organisation's <i>continuous improvement processes</i> are communicated to <i>stakeholders</i> 1.3. Ensure that change and improvement processes meet <i>sustainability requirements</i> 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5. Ensure that insights and experiences from business

ELEMENT	PERFORMANCE CRITERIA
	activities are captured and accessible through <i>knowledge management systems</i>
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor <i>operational progress</i> and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include <i>recording of work team performance</i> to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate opportunities for improvement
- learning skills to coach and mentor staff, using a range of methods to cater for different learning styles
- innovation and lateral thinking skills to design better ways for achieving work outcomes
- planning skills to establish and monitor systems and process for continuous improvement
- teamwork and leadership skills to gain the confidence and trust of others

Required knowledge

- continuous improvement models
- knowledge management systems
- quality systems
- sustainability principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models
- monitoring performance and customer service.

Context of and specific resources for assessment

Assessment must ensure access to appropriate documentation and resources normally used in the workplace.

Method of assessment

The following assessment methods are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of reports
- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of presentations
- oral or written questioning to assess knowledge of quality systems
- review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative
- evaluation of how customer-service strategies were communicated to stakeholders
- review of documentation outlining work team performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Strategies</i> may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
<i>Systems</i> may refer to:	• forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
<i>Continuous improvement processes</i> may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
<i>Stakeholders</i> may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions and employee groups.
<i>Sustainability requirements</i> may	• addressing environmental and resource sustainability initiatives, such as environmental management systems,

RANGE STATEMENT

include:	action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
<i>Knowledge management systems</i> may include:	• best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring • performance management • post-project reviews • proximity and architecture

RANGE STATEMENT	
	• social software • storytelling.
Operational progress may refer to:	• customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
Recording of work team performance may include:	• annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

BSBMKG501B Identify and evaluate marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities. Adjusting the marketing mix in the light of new marketing opportunities is covered in BSBMKG502B Establish and adjust the marketing mix.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify marketing opportunities	1.1. Analyse information on market and business needs to identify marketing opportunities 1.2. Research potential new markets and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business 1.3. Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities
2. Investigate marketing opportunities	2.1. Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2. Evaluate each opportunity to determine its impact on current business and customer base 2.3. Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity

ELEMENT	PERFORMANCE CRITERIA
	2.4. Determine probable return on investment and potential competitors 2.5. Describe and rank marketing opportunities in terms of their viability and likely contribution to the business
3. Evaluate required changes to current operations	3.1. Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2. Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers 3.3. Estimate resource requirements for changed operations 3.4. Determine and communicate viability of making changes to current operations to key stakeholders 3.5. Document newly identified marketing opportunities and required changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- numeracy skills to calculate and evaluate financial information on new marketing options
- research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity

REQUIRED SKILLS AND KNOWLEDGE

- and diversity
- ethical principles
- marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model
- privacy laws
- Trade Practices Act
- organisational marketing plan, structure, products and services
- principles of marketing and the marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives
- documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to organisational strategic and marketing plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies

EVIDENCE GUIDE	
	• assessment of written reports on identified marketing opportunities and evaluation activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG502B Establish and adjust the marketing mix • international business units • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Information on market and business needs</i> may include:	• comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

RANGE STATEMENT	
	• sales figures
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets may include:	• e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business may include:	• effect on sales volume • growth • market share • profitability
Evaluation may include:	• investigation of: • knockout factors • present value analysis • return on investment • scored criteria • weighted criteria
External factors may include:	• codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Key stakeholders may include:	• Board of directors • finance staff • human resources staff • managers • marketing personnel

RANGE STATEMENT

	• owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing components. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified. The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate each component of the marketing mix	1.1. Identify key <i>characteristics of products or services</i> and estimate their significance to the market 1.2. Review pricing policy and analyse <i>pricing variables</i> to determine their effect on demand 1.3. Analyse <i>promotional methods</i> to determine their importance to <i>marketing</i> outcomes 1.4. Review <i>channels of distribution</i> and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse <i>level of customer service</i> provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of <i>marketing mix</i> on each other, and establish their relative importance to customer base
2. Determine marketing	2.1. Identify and assess environmental factors for their

ELEMENT	PERFORMANCE CRITERIA
mix for specific markets	impact on marketing mix 2.2. Identify consumer priorities, needs and preferences that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements
- numeracy skills to interpret testing results and to manage marketing budgets
- organisational and time management skills to design and adjust a marketing mix.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect

REQUIRED SKILLS AND KNOWLEDGE

- aspects business operations, codes of practice and national standards such as:
- anti-discrimination legislation and principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - Trade Practices Act
 - organisational policies, procedures, products and services
 - principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix
 - statistical techniques.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- developing a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as:
 - levels of customer service to be provided
 - how a product or service will be distributed
 - how a product or service will be priced
 - whether additional products or services will be offered
 - how the product or service will be promoted
- reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.

Context of and specific resources for

Assessment must ensure:

EVIDENCE GUIDE	
assessment	• access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the marketing mix • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on the marketing mix or changes made to the marketing mix • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG501B Identify and evaluate marketing opportunities • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Characteristics of products or services</i> may include:	• brand • brand loyalty

RANGE STATEMENT	
	• compatibility with other products, services or equipment • degree of customisation • design • durability • ease of maintenance • features • flexibility • functional performance • innovativeness • occupational health and safety issues • packaging • pollution hazard reduction • quality • range of size, colour or other factors • reduction of risks to health and safety, such as noise • robustness • styling • technical features • upgrading • volumes available
Pricing variables may include:	• cost of ownership • credit terms • discount percentages • discount structure • financial deals • leasing arrangements • price point chosen • psychological elements • residual value • sales • special offers • stage payments
Promotional methods may include:	• impersonal promotion such as: • advertising • sales promotion • personal promotion such as: • direct marketing • face-to-face selling

RANGE STATEMENT	
	• personal selling • segmentation
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Channels of distribution may include:	• dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
Level of customer service may include:	• after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
Marketing mix may include:	• customer service variables • distribution variables • pricing variables • product or service variables • promotional variables
Customer priorities, needs and preferences may include:	• required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding

RANGE STATEMENT

	• preferred time and place to take delivery • preferred medium to respond to direct response offers such as: • in person • mail • phone • website

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret trends and market developments	1.1. Use <i>statistical analysis</i> of market <i>data</i> to interpret <i>market trends and developments</i> 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use <i>measures of central tendency or dispersion and correlations</i> between <i>sets of data</i> for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of <i>comparative market information</i> as a basis for reviewing business performance 1.5. Analyse the market <i>performance of existing and potential competitors</i> and their products or services, to identify potential <i>opportunities</i> or <i>threats</i>
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing

ELEMENT	PERFORMANCE CRITERIA
	products and services to be considered for redevelopment or withdrawal 2.3.Forecast existing and emerging market needs based on information available using forecasting techniques
3. Report on market data	3.1.Prepare, plot and interpret data for visual presentation 3.2.Assess visual presentation for potential problems, and take any necessary corrective action 3.3.Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet

REQUIRED SKILLS AND KNOWLEDGE

- statistical methods and techniques, and reporting formats.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information
- documenting analysis of market data including visual presentation of findings.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports presenting findings of statistical analysis
- demonstration of statistical and forecasting techniques in the workplace
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations
- oral or written questioning
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors or managers.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE

	for example: • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Statistical analysis</i> may include:	• conversion rate of leads to sales • measures of central tendency particularly for such things as: • average order value • average response rate • measures of dispersion • nature and degree of relationship between variables • net response rate • normal distribution probability curve • sampling • time series analysis such as: • speed of response curve • recency or frequency grids • lifetime value of customers • net present value of customers
<i>Data</i> may include:	• charts • curves • graphs • spreadsheets
<i>Market trends and developments</i>	• changes in technology

RANGE STATEMENT	
may include:	• changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
<i>Measures of central tendency or dispersion and correlations</i> may include:	• cross-tabulations for grouped or ungrouped data • mean • median • mode • Z, T and chi square tests
<i>Sets of data</i> may include:	• geodemographic segmentations available from proprietary suppliers such as: • ACORN • MOSAIC • PRIZM • segmentation by customer lists such as: • average order value by units or dollars • geography • lifetime value by units, dollars and transactions • recency and frequency or response/purchase • segmentation of the prospect list by: • demographic match with customers • geographic match with customers • psychographic match with customers
<i>Comparative market information</i> may include:	• best practice information • books and articles, including: • academic • business • general • industry • brochures

RANGE STATEMENT	
	• direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches
<i>Performance of existing and potential competitors</i> may include:	• comparisons about: • corporate share price • market share • number of customers • profitability • sales in units or dollars
<i>Opportunities</i> may include:	• alliances • cooperative ventures • exports • extending, expanding or otherwise changing an existing business through: • increasing customer numbers • increasing average order value • increasing lifetime value of the customer • reducing costs of marketing • improving current products/services • developing new distribution channels • franchising • joint ventures • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances
<i>Threats</i> may include:	• new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value

RANGE STATEMENT

Forecasting techniques may include:

- Delphi techniques
- model building
- projection
- scenario planning
- surveys of intentions
- top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement marketing strategies and tactics	1.1. Brief <i>stakeholders</i> who participated in the <i>marketing</i> planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and <i>non-marketing personnel</i> critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities 1.3. Prioritise marketing strategies and identify <i>resources</i> for their implementation, in accordance with organisational requirements 1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the <i>marketing mix</i> work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in

ELEMENT	PERFORMANCE CRITERIA
	accordance with the marketing plan
2. Monitor marketing strategies and tactics	2.1. Monitor and implement promotional activity against communication objectives in the marketing plan 2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan 2.3. Monitor marketing results against targets in the marketing plan 2.4. Monitor marketing revenue and costs against budget, and analyse record variations 2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1. Regularly assess marketing performance against objectives 3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix 3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4. Document recommendations for improvement in accordance with organisational requirements 3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare complex reports on marketing performance
- numeracy skills to analyse marketing performance, revenue and cost
- teamwork skills to manage a marketing team.

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- organisational strategic and marketing objectives, plans and performance measures
- principles of the marketing mix
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- successfully implementing marketing strategies identified in an organisation's marketing plan
- coordinating personnel involved in conducting marketing activities
- monitoring, evaluating and reporting on marketing activities against defined objectives
- modifying marketing activities in line with new or emerging trends.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to organisational and marketing strategic plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Stakeholders</i> may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
<i>Marketing</i> may include:	• business-to-business marketing • direct marketing

RANGE STATEMENT	
	• ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>Non-marketing personnel</i> may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
<i>Resources</i> may include:	• financial • human • IT • physical • technical
<i>Marketing mix</i> may include:	• distribution • level of service • pricing • product or service variables such as: • design • quality • range • safety features • technical features • promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG608A Develop organisational marketing objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on the internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives. Individuals operating at this level will generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation. This unit should be assessed either before or in conjunction with BSBMKG609A Develop a marketing plan, which covers the skills and knowledge to devise specific marketing strategies and tactics arising from formulation of marketing objectives.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic direction	1.1. Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management 1.2. Analyse <i>strategic organisational documents</i> to identify organisational directions and targets 1.3. Complete a <i>situational analysis</i> that identifies factors impacting on the direction and performance of the business 1.4. Identify <i>legal and ethical requirements</i> for the

ELEMENT	PERFORMANCE CRITERIA
	organisation 1.5.Document and confirm the strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities
2. Review marketing performance	2.1.Evaluate the effectiveness of previous marketing and positioning strategies to identify lessons learned 2.2.Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats 2.3.Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability 2.4.Evaluate marketing performance against previous objectives, targets to identify critical success factors, and areas for improvement
3. Scope marketing opportunities	3.1.Identify and analyse marketing opportunities in terms of their viability and likely contribution to the business 3.2.Use an assessment of external factors, costs, benefits, risks and opportunities to determine the scope of each marketing opportunity 3.3.Analyse opportunities in terms of their likely fit with organisational goals and capabilities 3.4.Evaluate each opportunity to determine its likely impact on current business and customer base
4. Formulate marketing objectives	4.1.Develop objectives in consultation with key internal stakeholders that are attainable and measurable, and that identify the nature and extent of what is to be achieved 4.2.Ensure objectives are consistent with the forecast needs of the business and the market 4.3.Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position 4.4.Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements 4.5.Formulate long term strategic objectives and related key performance indicators by product or service, market segment and overall 4.6.Develop a risk management strategy to identify risks

ELEMENT	PERFORMANCE CRITERIA
	and manage contingencies, and to ensure that marketing objectives are met in accordance with overall organisational requirements 4.7.Document marketing objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to question, clarify and report
- information management skills to extract relevant details when conducting strategic analysis
- literacy skills to write in a range of styles for different audiences, and to interpret legal requirements and strategic organisational documents
- numeracy skills to analyse marketing performance data.

Required knowledge

- financial management techniques
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- organisational structure, policies, procedures, products or services and overall

REQUIRED SKILLS AND KNOWLEDGE

- strategic plans
- principles and concepts of marketing and evaluation methodologies
- strategic, operational and tactical analysis techniques.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- developing marketing objectives for an organisation including:
 - undertaking strategic analysis reviewing current marketing performance
 - formulating short and long term marketing objectives
- developing a marketing risk management strategy.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to examples of previous strategic and marketing strategic, analyses and plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports on strategic analysis conducted and formulated objectives
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations on marketing performance and objectives
- oral or written questioning
- review of authenticated documents from the

EVIDENCE GUIDE	
	workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBMKG609A Develop a marketing plan - other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Strategic organisational documents</i> may include:	- annual reports - codes of practice - company policy - customer service charter - security and privacy policies - strategic marketing plans - strategic plans
<i>Situational analysis</i> may include:	- collaborators analysis - competitive analysis - environmental analysis - market analysis - market measurements - productivity or profitability analysis
<i>Legal and ethical requirements</i> may include:	- codes of practice - cultural expectations and influences - environmental issues - ethical principles - health and safety of workplace personnel - legislation

RANGE STATEMENT	
	• policies and guidelines • regulations • security and privacy issues • social responsibilities • societal expectations
<i>Evaluating marketing performance</i> may include:	• comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
<i>Key internal stakeholders</i> may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBOHS501B Participate in the coordination and maintenance of a systematic approach to managing OHS

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively participate in the coordination and maintenance of a systematic approach to managing occupational health and safety (OHS) in the workplace. It includes strategies, policies and procedures necessary to systematically manage OHS and its evaluation to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees and others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for coordinating and maintaining an OHS program. It involves identifying the need for change, planning and implementing strategies, integrating OHS within other functional areas, and some evaluation of the OHS management function. The unit may be undertaken in the context of an OHS management system (OHSMS) or other systematic approaches to managing OHS.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the strategic planning process	1.1. Take steps to ensure that managers at all levels are aware of their OHS responsibilities and the role of OHS in the overall management approach 1.2. Determine OHS needs and priorities in consultation with relevant managers and other workplace <i>stakeholders</i> and <i>key personnel</i> 1.3. Make recommendations for inclusion of OHS performance (including <i>positive performance indicators</i> [PPIs]) in the organisation's business plan
2. Participate in the development of an OHS plan	2.1. Identify potential <i>motivators</i> among stakeholders together with potential <i>barriers to the implementation of a systematic approach to managing OHS</i> 2.2. Develop an <i>OHS plan</i> in consultation with

ELEMENT	PERFORMANCE CRITERIA
	workplace stakeholders, based on agreed priorities and with measurable outcomes 2.3. Identify resources required for implementation of the OHS plan 2.4. Develop action plans with relevant responsibilities and time lines 2.5. Communicate action plans to key personnel
3. Support the implementation of the systematic approach to managing OHS	3.1. Apply knowledge of OHS management and OHS disciplines in consultation with stakeholders, OHS specialists and technical advisors, to the development of policies and procedures 3.2. Provide support to managers to meet OHS responsibilities and to implement action plans 3.3. Develop strategies to effectively integrate OHS within other functional areas and management systems that impact on the management of OHS 3.4. Identify OHS training needs and formulate recommendations for delivery
4. Provide advice to key personnel and stakeholders	4.1. Provide objective advice in an ethical and non-discriminating manner 4.2. Identify situations where OHS specialists may be required
5. Participate in monitoring OHS	5.1. Identify implications for the management of OHS and proposed changes to the workplace in consultation with stakeholders 5.2. Identify implications for the management of OHS, external changes and changes to available information and data in consultation with stakeholders 5.3. Access sources of workplace information and data as part of regular monitoring of OHS 5.4. Monitor achievement against action plans and update plans as appropriate 5.5. Take action to update systematic approaches to manage OHS, taking into account proposed changes
6. Participate in reviewing the management of OHS	6.1. Regularly review the effectiveness of systematic approaches to managing OHS 6.2. Determine frequency, method and scope of review in consultation with stakeholders 6.3. Provide stakeholders with input to the review 6.4. Identify targets for improvement in the management

ELEMENT	PERFORMANCE CRITERIA
	of OHS and make recommendations for improvement 6.5. Communicate to appropriate levels of authority through planning, documentation and implementation, improvement strategies arising from the review

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - identify areas for OHS improvement
 - analyse relevant workplace information and data, and make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems
 - contribute to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations
- communication skills to:
 - conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency services personnel
 - prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- consultation and negotiation skills to develop plans, and to implement and monitor designated actions
- project management skills to achieve change in OHS matters
- organisational skills to manage own tasks within a timeframe
- information technology skills to access internal and external information and data on OHS.

Required knowledge

- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS

REQUIRED SKILLS AND KNOWLEDGE

- committees, OHS representatives, line management, employees and inspectors
- requirements for record keeping that addresses OHS, privacy and other legislation
- state/territory and commonwealth OHS legislation (acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- facilitation of the use of tools such as PPIs in assessment of OHS performance
- nature of information and data that provides valid and reliable results on performance of OHS management processes (including positive indicators, such as number of safety audits conducted)
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- other functional areas that impact on the management of OHS
- auditing methods and techniques
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, for example:
 - labour market changes
 - structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with specific needs.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • participation in organisational coordination and maintenance of OHS and associated systematic approaches • knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material).
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment, resources and workplace documentation • access to relevant legislation, standards and guidelines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the effectiveness of the OHS management system • demonstration of techniques used to implement and maintain systematic OHS approaches • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the requirements for record keeping that addresses OHS, privacy and other legislation • evaluation of OHS needs and priorities • review of OHS plan and actions plans • review of OHS training needs and recommendations for delivery • monitoring of achievement against action plans and updating of plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS601B Develop a systematic approach to

EVIDENCE GUIDE

managing OHS.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Stakeholders</i> may include:	- employees - health and safety, and other employee representatives - managers - OHS committees - supervisors
<i>Key personnel</i> may include:	- managers from other areas - people involved in OHS decision making or who are likely to be impacted by decisions relating to OHS
<i>Positive performance indicators</i> may include:	data, facts or statistics which demonstrate how successfully a workplace is performing through measuring OHS processes
<i>Motivators</i> may include:	factors that make stakeholders likely to adopt OHS processes
<i>Barriers to the implementation of a systematic approach to managing OHS</i> may include:	- barriers to communication, such as language/literacy - diversity of workers - structural factors, such as multiple locations, shift work and supervisory arrangements - workplace culture issues, such as management commitment, supervisors' approach to compliance and acceptance of the priority of safety
<i>A systemic approach to managing OHS</i> may include:	- comprehensive processes that are combined in a methodical and ordered manner to minimise the risk of injury or ill health in the workplace - processes of:

RANGE STATEMENT	
	• allocation of resources • communication and consultation • hazard management • planning • record keeping and reporting • review and evaluation for ongoing improvement • training and competency
<i>OHS plan</i> may include:	• a document that is usually developed annually but may be developed for a shorter or longer period and reviewed regularly • OHS performance indicators (i.e. objectives and targets that are achievable and practical) reflecting systematic approaches to managing OHS
<i>Resources</i> may include:	• financial requirement for implementation • personnel, including time allocation • equipment • specialised resources • access to other resources such as: • OHS publications • OHS internal sites • industry-specific information
<i>OHS specialists</i> may include:	• ergonomists • injury management advisors • occupational health professionals • occupational hygienists
<i>Technical advisors</i> may include:	• engineers (such as design, acoustic, safety, mechanical and civil) • legal practitioners • maintenance and trades persons • workplace assessors and trainers
<i>Policies and procedures</i> may include:	• documents describing how tasks, projects, inspections, jobs and processes are to be undertaken • job/task statements • policies and procedures underpinning the management of OHS • purchasing and contracting procedures • quality system documentation

RANGE STATEMENT	
	• standard operating procedures
Other functional areas and management systems may include:	• engineering and maintenance • environmental management • finance and auditing • human resources, industrial relations and personnel management including payroll • information, data and records management • logistics • purchasing, procurement and contracting • quality management • strategic planning
Ethical advice may include:	• advice provided with the prime aim of reduction of workplace injury and ill health
Proposed changes to the workplace may include:	• changes to management practices • changes to work processes, work systems, work organisation, work practices and conditions • design of workplace • design or purchase of new plant or equipment • materials purchases
External changes may include:	• changes to legislation • new information and data available on OHS
Sources of workplace information and data may include:	• audits • hazard, incident and investigation reports • material safety data sheets (MSDSs) and registers • minutes of meetings • questionnaire information and data • reports - including those from external consultants • workplace inspections

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

BSBOHS502B Participate in the management of the OHS information and data systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in the provision of information and performance data necessary to inform management and other stakeholders of occupational health and safety (OHS) issues and to measure and evaluate the management of OHS. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for providing technical and legal information and data necessary to ensure that management and other stakeholders are informed about OHS and the effectiveness of the management of OHS. The unit involves accessing and providing OHS information; collecting, collating and analysing data; and ensuring that this information and data is distributed throughout the workplace. It also addresses the legislative requirements for reporting and notifying on OHS matters.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access sources of OHS information and data	1.1. Identify, access and regularly review relevant <i>sources of OHS information and data</i> 1.2. Critically evaluate information and data to ensure its accuracy, currency and relevance 1.3. Determine <i>appropriate formats</i> for information, and data storage and retrieval
2. Assist in the application of policies and procedures for collection of workplace information, data and records	2.1. Inform managers and <i>key personnel of legal requirements</i> for information and data collection, and record keeping 2.2. Keep OHS records using <i>appropriate tools</i> 2.3. Collect workplace information and data according to <i>established procedures</i> 2.4. Regularly review procedures for information and data collection, record keeping, amendments to

ELEMENT	PERFORMANCE CRITERIA
	legislation, and distribution of records to ensure their usability and relevance
3. Assist in maintaining information and data management systems that enable retrieval and distribution of OHS information and data	3.1. Make recommendations for storage of OHS information and data in a manner that makes it accessible to stakeholders and key personnel 3.2. Accurately enter and ethically store OHS information and data records 3.3. Identify purposes and appropriate uses of OHS information and data for meaningful outcomes 3.4. Accurately meet legislated reporting requirements to external bodies within time limits 3.5. Regularly assess training needs relevant to the management of the information and data system for appropriate personnel and action as appropriate 3.6. Regularly evaluate information and data management systems to ensure ease of use and relevance to the OHS needs of the organisation
4. Participate in the analysis of information and data to identify trends and actions for prevention	4.1. Evaluate information and data collected for validity and reliability 4.2. Identify analytical techniques appropriate for evaluation of OHS performance (including positive performance indicators [PPIs]) and identification of areas for improvement 4.3. Apply analytical techniques appropriately and accurately 4.4. Regularly review OHS information and data analysis processes in consultation with stakeholders, to ensure organisational and legislative requirements
5. Communicate OHS information and results of data analysis to stakeholders and external bodies	5.1. Appropriately format outcomes of information and data analysis taking account of the target audience 5.2. Disseminate OHS information and data to managers, key personnel and stakeholders taking account of legal and ethical requirements 5.3. Communicate OHS information and data objectively and seek feedback 5.4. Make recommendations for improvement in prevention strategies based upon information access and data analysis
6. Communicate the effectiveness of OHS information and data systems through	6.1. Regularly review the effectiveness of the OHS information and data systems 6.2. Determine frequency, method and scope of review

ELEMENT	PERFORMANCE CRITERIA
monitoring and evaluation	in consultation with stakeholders 6.3. Ensure stakeholders have input to review 6.4. Identify areas for improvement in the OHS information and data systems and make recommendations for improvement 6.5. Communicate improvement strategies arising from the review to appropriate levels of authority through planning, documentation and implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - identify areas for OHS information management improvement
 - analyse relevant workplace information and data, and to make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems
 - contribute to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations
- communication skills to:
 - conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency services personnel
 - prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
 - use language and literacy skills appropriate to the workgroup and the task
- consultation and negotiation skills to develop plans, and to implement and monitor designated actions
- project management skills to achieve change in OHS matters
- organisational skills to manage own tasks within a timeframe
- information technology skills to access and enter internal and external information and data on OHS and to use a range of communication media.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- auditing methods and techniques
- concept of common law duty of care
- difference between common law and statutory law
- ethics related to professional practice
- facilitation of the use of tools such as PPIs in assessment of OHS performance
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, for example:
 - communication skills
 - cultural background/workplace diversity
 - gender
 - labour market changes
 - language, literacy and numeracy
 - structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
 - workers with specific needs
- internal and external sources of OHS information and data
- key personnel, including identifying 'change agents', within workplace management structure
- language, literacy and cultural profile of the workgroup
- legislative requirements for OHS information and data, and consultation
- methods of collecting reliable information and data, commonly encountered problems in collection and strategies for overcoming such problems
- methods of providing evidence of compliance with OHS legislation
- nature of information and data that provides valid and reliable results on performance of OHS management processes (including positive indicators, such as number of safety audits conducted)
- organisational culture as it impacts on the workgroup
- organisational OHS policies and procedures
- professional liability in relation to providing advice
- requirements for record keeping that addresses OHS, privacy and other legislation
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory and commonwealth OHS legislation (acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation
- structure and forms of legislation including regulations, codes of practice,

REQUIRED SKILLS AND KNOWLEDGE

associated standards and guidance material.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- participation in the implementation of OHS information and data systems within an organisation or business unit
- knowledge of relevant legislation (acts, regulations, codes of practice, associated standards and guidance material).

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace documentation, reports and sample software for OHS information and data collation and analysis
- access to relevant legislation, standards and guidelines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports on the effectiveness of OHS information and data systems
- demonstration of techniques used to manage OHS information and data systems
- direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate
- observation of performance in role plays
- observation of presentations
- oral or written questioning to assess knowledge of methods of collecting reliable information and data,

EVIDENCE GUIDE	
	commonly encountered problems in collection and strategies for overcoming such problems • review of OHS records • evaluation of information and data collected • review of communication of OHS information and data • evaluation of recommendations for improvement in prevention strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other OHS units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of OHS information and data</i> may include:	• external sources such as: • Australian and industry standards • Australian Bureau of Statistics (ABS) • Australian Safety and Compensation Council • internet, journals, magazines • manufacturers' manuals and specifications • OHS authorities • OHS legislation and codes of practice • OHS professional bodies • research literature • technical information and data • unions and industry bodies • internal sources such as: • employee information papers, brochures,

RANGE STATEMENT	
	notes, newsletters • job and work system analysis (JSAs) • manufacturers' manuals • material safety data sheets MSDSs and registers • OHS policies and procedures • OHS reports including, workplace inspections, hazard and incident reports, technical reports, consultations and observations • organisational data such as insurance records, incident investigation, enforcement notices and actions, workers compensation data, OHS performance indicators, audits • risk assessments (past and present) • safety handbooks • work instructions
<i>Appropriate formats</i> may include:	• electronic or paper-based • intranet or CD-ROM • recognised records and data management systems
<i>Key personnel</i> may include:	• managers from other areas • people involved in OHS decision making or who are affected by OHS decisions
<i>Legal requirements</i> may include:	• legislation, regulations and standards governing: • privacy and confidentiality of personal records • records for monitoring and exposure to specific hazards • reporting of incidents • workers compensation • workplace equity
<i>Appropriate tools</i> may include:	• electronic systems • graphical representations • handbooks • paper-based systems • performance monitoring charts and checklists • registers
<i>Established procedures</i> may	• contract and tender documentation

RANGE STATEMENT	
include:	• formal and/or informal procedures • legislation and codes of practice • manufacturers' recommendations, and maintenance and servicing schedules • OHS management systems • organisational policies and procedures including accident and incident recording system • recognised industry standards • relevant workers compensation processes
<i>Stakeholders</i> may include:	• employees • health and safety, and other employee representatives • management • OHS committees • supervisors
<i>Ethically store OHS information and data records</i> may include:	• commercial in confidence information as appropriate • confidentiality • ensuring access to personal records, within legislative requirements • privacy, as appropriate
<i>Legislated reporting requirements</i> may include:	• serious injury and serious incident reporting to OHS authorities
<i>Information and data collected</i> may include:	• data relating to implementation of OHS plans and processes • hazard registers • incident data including injury and disease • job safety analyses • MSDSs and registers • OHS performance indicators • OHS policies and procedures • risk assessments
<i>Analytical techniques</i> may include:	• basic statistical tests such as means, standard deviation and percentage change
<i>Target audience</i> may include:	• internal stakeholders, including: • board/committee of management • contractors • employees and their families

RANGE STATEMENT

	- managers - OHS committees - supervisors - visitors and others on site - external stakeholders, including: - customers, shareholders, local community (directly or via the media) - insurance agencies - OHS regulators - other relevant statutory bodies - representatives of special interest groups and agencies

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

BSBOHS503B Assist in the design and development of OHS participative arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist in designing and developing effective participative arrangements as an integral part of systematic approaches to managing occupational health and safety (OHS). This process will result in stakeholders having real opportunities to participate in OHS processes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with managerial responsibility for identifying, designing, developing and reviewing formal and informal processes to enable people to participate in OHS decision making. The unit also addresses influencing others from an OHS perspective and takes account of the responsibilities for managing OHS. This unit is underpinned by BSBOHS402B Contribute to the implementation of the OHS consultation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the need for OHS participative arrangements	1.1. Review OHS legislation to identify legal requirements for <i>participative arrangements</i> 1.2. Identify <i>factors that may impact on the design of participative arrangements</i> 1.3. Review organisational policies and procedures to identify requirements and opportunities for OHS consultation and communication 1.4. Review effectiveness of existing workplace arrangements, in consultation with <i>stakeholders</i> , for OHS consultation and communication 1.5. Define information and consultation requirements, in consultation with stakeholders and <i>key personnel</i> , for specific roles and groups
2. Assist in the design of participative arrangements	2.1. Design processes, in consultation with stakeholders, for providing required OHS information and data 2.2. Design processes, in consultation with stakeholders, to enable individuals and groups to be consulted

ELEMENT	PERFORMANCE CRITERIA
	regarding workplace OHS issues and to have input into OHS decision making 2.3. Identify and document training needs to enable effective participation 2.4. Review recommendations for participative arrangements, in consultation with stakeholders, to ensure they meet legislative requirements and are realistic, practical and acceptable in the workplace
3. Assist in developing participative arrangements	3.1. Develop policies and procedures for participative arrangements 3.2. Identify key personnel in the introduction and maintenance of participative arrangements 3.3. Develop strategies for the delivery of training 3.4. Identify and document resources necessary to introduce and maintain participative arrangements
4. Support the implementation of participative arrangements	4.1. Determine priorities for action in consultation with stakeholders 4.2. Develop action plans with allocated responsibilities and time lines 4.3. Provide advice and support to key personnel 4.4. Monitor implementation, in consultation with stakeholders, to ensure that participatory arrangements are effective in providing information and data to all groups and that they provide opportunity for participation in OHS decision making 4.5. Make recommendations for adjustments to the implementation as required
5. Evaluate the design and development of participative arrangements	5.1. Design the evaluation protocol in consultation with stakeholders 5.2. Develop a plan for collecting information and data 5.3. Analyse and evaluate information and data 5.4. Make recommendations for improvement in the participatory arrangements as a result of the evaluation findings 5.5. Provide a report to stakeholders and key personnel on the outcomes of the evaluation, and recommendations for further development and improvement 5.6. Seek feedback from stakeholders and develop an action plan for ongoing improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - identify areas for improvement
 - analyse relevant workplace information and data, and to make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems
 - contribute to the assessment of resources needed to systematically manage OHS and, where appropriate, access resources
- planning skills to apply continuous improvement and action planning processes
- research skills to access relevant OHS information and data
- numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations
- communication skills to:
 - conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency services personnel
 - prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
 - use language and literacy skills appropriate to the workgroup and the task
- consultation and negotiation skills to develop plans, and to implement and monitor designated actions
- project management skills to achieve change in OHS matters
- organisational skills to manage own tasks within a timeframe
- information technology skills to access and enter internal and external information and data on OHS, and to use a range of communication media.

Required knowledge

- concept of common law duty of care
- difference between common law and statutory law
- ethics related to professional practice
- formal and informal communication and consultation processes and key personnel related to communication
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, for example:

REQUIRED SKILLS AND KNOWLEDGE

- communication skills
- cultural background/workplace diversity
- gender
- labour market changes
- language, literacy and numeracy
- structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
- workers with specific needs and limitations
- internal and external sources of OHS information and data
- key personnel, including identifying 'change agents', within workplace management structure
- organisational OHS policies and procedures
- language, literacy and cultural profile of the workgroup
- legislative requirements for OHS information and data, and consultation
- methods of providing evidence of compliance with OHS legislation
- organisational culture as it impacts on the workgroup
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- professional liability in relation to providing advice
- rights of OHS inspectors
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory and commonwealth OHS legislation (acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate**

Evidence of the following is essential:

EVIDENCE GUIDE	
competency in this unit	• design and development of a participative approach to the management of workplace OHS • knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material).
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation and personnel • reports from other parties consulted in designing, implementing, managing and reviewing processes • access to relevant legislation, standards and guidelines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on the effectiveness of OHS participative arrangements • demonstration of techniques used to encourage participation in OHS in the workplace • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS • review of policies and procedures developed for participative arrangements • evaluation of action plans • written examples of reports on participative arrangements implemented in the workplace.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS402B Contribute to the implementation of the OHS consultation process • other OHS units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Participative arrangements</i> are designed so that stakeholders are able to be involved in decision making that affects their health and safety. Participatory processes may include:	• employee and supervisor involvement in OHS activities, such as inspections and audits • health and safety, and other representatives • OHS and other consultative/planning committees • OHS included in management, staff and employee meetings • procedures for reporting hazards, and raising and addressing OHS issues

<i>Factors that may impact on the design of participative arrangements</i> include:	• language • shift work and rostering arrangements • timing of information and data provision • literacy and numeracy levels • workers with specific needs • workplace organisational structures (for example, size of organisation, geographic, hierarchical) • cultural diversity • management approach • workplace culture and approach to OHS by managers, supervisors and employees

<i>Stakeholders</i> include:	• managers • supervisors • employees • health and safety, and other employee representatives • OHS committees

<i>Key personnel</i> include:	• managers from other areas • people involved in OHS decision making or who are affected by OHS decisions

<i>Training needs</i> should be defined for:	• managers • supervisors • health and safety representatives

RANGE STATEMENT	
	• OHS committees • other key personnel • employees generally
Resources include:	• financial requirements for implementation • personnel including time allocation • equipment • access to sources of information and data, such as: • guidance material to circulate to stakeholders and key personnel • OHS journals • websites
Evaluation protocol includes:	• criteria for evaluation • how the criteria will be measured • how the information and data will be collected • time period for collection of information and data
Information and data for evaluating participative arrangements may include:	• feedback from individuals and representatives • minutes of meetings • OHS management audits • questionnaires • workshops

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

BSBPUR401B Plan purchasing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to prepare for complex purchasing agreements up to and including the point at which the organisation selects, without prejudice, a supplier. This is done with strict adherence to legal requirements and the organisation's purchasing strategies, and traditionally by a purchasing officer working under supervision of a purchasing manager or in consultation with senior management. The purchasing role addressed in this unit involves significant risk and/or significant expenditure and detailed legal and documentation arrangements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare invitations to offer	1.1. Obtain specifications for goods and services to be purchased from <i>relevant personnel</i> and clarify as required 1.2. Select <i>purchasing methods</i> most appropriate to particular purchases 1.3. Prepare <i>invitations to offer</i> 1.4. Obtain approval of invitations to offer
2. Identify suppliers	2.1. Review organisation's records for potential suppliers 2.2. Identify sources of supply 2.3. Invite suppliers 2.4. Evaluate sources of supply against requirements of <i>purchasing strategies</i>
3. Issue invitations to	3.1. Distribute invitations to offer

ELEMENT	PERFORMANCE CRITERIA
offer	3.2. Conduct briefings as required 3.3. Clarify issues arising with suppliers in line with purchasing strategies
4. Prepare recommendations to purchase	4.1. Receive offer documents from suppliers 4.2. Assess offer documents against requirements of purchasing strategies 4.3. Seek further information from suppliers as required 4.4. Obtain specialist expertise to assist with evaluation as required 4.5. Evaluate offers against requirements of purchasing strategies 4.6. Prepare shortlists of suppliers that make offers and who meet purchasing criteria 4.7. Select preferred offers 4.8. Make recommendations about preferred offers and seek approval by relevant personnel 4.9. Obtain approval for recommended offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate and liaise with potential suppliers and relevant personnel involved in purchasing planning
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information technology skills to use software relevant to conducting purchasing planning activity
- information management skills to ensure all aspects of purchasing planning are conducted in sufficient detail
- literacy skills to write tender or quotation documents and written reports containing complex concepts
- organisational and time management skills to sequence tasks and meet timelines.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation

REQUIRED SKILLS AND KNOWLEDGE

from all levels of government that affects business operations, codes of practice and national standards, such as:

- consumer protection legislation
- contract law
- import of goods and services, where relevant
- sale of goods legislation
- Trade Practices Act
- organisational practices, policies and procedures for purchasing
- product knowledge about the goods and services being supplied
- purchasing and procurement principles for:
 - accountability
 - probity and transparency
 - risk management
 - value for money.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- documents containing preparations to offer
- evaluation of suppliers
- issuing of an invitation to offer
- formation of recommendation to purchase.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- organisation's purchasing strategies and relevant purchasing records.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports documenting the procurement planning process • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of preparation and issuing of invitations to offer • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Relevant personnel</i> may include:	• CEO • coordinators • internal users of purchased goods and services • leaders • managers • other persons authorised to commit the organisation to purchases • owner and Board • specialist personnel involved in purchasing, asset maintenance and finance • supervisors
<i>Purchasing methods</i> may	• direct negotiations

RANGE STATEMENT	
include:	• direct purchases using supply agreements • electronic trading • invitation of open or select tenders • written quotations
<i>Invitations to offer</i> may include:	• criteria for selection of suppliers from offers received • delivery schedules • draft contracts and agreements • quality requirements • required supplier capacity • requirements for off-site storage and warehousing • specifications of goods and/or services required
<i>Purchasing strategies</i> may include:	• criteria for evaluating purchasing performance • different policies, procedures and strategies for different dollar values of purchases • limits of authority to approve purchases • methodology for evaluating purchasing performance • organisational and industry codes of conduct and ethics • requirements for fairness and transparency in purchasing • the organisation's documented strategies for things such as: • purchasing • covering policies • procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers
<i>Clarify issues</i> may include:	• requests for further information about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services
<i>Further information</i> may include:	• requests about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services • supplier briefings and presentations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBPUR402B Negotiate contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to negotiate terms of contracts with suppliers, and prepare and finalise contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who negotiate and formalise complex purchasing arrangements involving significant risk and/or significant expenditure and detailed legal and documentation arrangements. This unit applies to individuals who negotiate contracts as part of a broad purchasing role but are not specialist legal practitioners. They are typically guided by organisational contract negotiation guidelines and work under minimal supervision of a senior purchasing manager or in consultation with senior management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate terms of contracts with suppliers	1.1. Offer advice and undertake negotiations without prejudice 1.2. Advise suppliers of the organisation's intent to accept their offers 1.3. Negotiate issues with suppliers 1.4. Determine desired outcomes, negotiation plans and schedules for negotiations 1.5. Undertake negotiations and reach agreements with suppliers in accordance with plans 1.6. Negotiate and document contract requirements to the satisfaction of the organisation and suppliers
2. Prepare contracts	2.1. Draft required contracts using legal expertise if required 2.2. Distribute draft contracts to relevant personnel and suppliers 2.3. Ensure any discrepancies or disagreements are

ELEMENT	PERFORMANCE CRITERIA
	clarified and resolved to the satisfaction of all parties 2.4. Ensure checks of the legality and validity of draft contracts are made 2.5. Obtain approvals to sign contracts
3. Finalise contracts	3.1. Ensure contracts are signed and exchanged between the organisation and suppliers 3.2. Ensure contracts and related documents are stored and safeguarded 3.3. Advise relevant personnel of contract requirements 3.4. Advise unsuccessful suppliers of non-acceptance of offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to liaise with suppliers and reach agreement with suppliers on contracts
- literacy skills to draft concepts and write reports containing complex concepts
- technology application skills to use a range of software programs relevant to purchasing and contracting.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - consumer protection legislation
 - contract law
 - import of goods and services, where relevant
 - sale of goods legislation
 - Trade Practices Act
- organisational practices, policies and procedures for purchasing
- product knowledge about the goods and services being supplied
- purchasing and procurement principles for:

REQUIRED SKILLS AND KNOWLEDGE

- accountability
- probity and transparency
- risk management
- value for money.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- documented agreement of terms with suppliers
- drafting and completion of a contract with a supplier for goods and services
- informing of successful and unsuccessful suppliers.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- organisation's purchasing strategies and relevant purchasing records.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of draft and finalised contracts for the supply of goods and services
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of contacting successful and unsuccessful suppliers about the awarding of the contract
- oral or written questioning to assess knowledge

EVIDENCE GUIDE	
	- review testimony from team members, colleagues, supervisors or managers - review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Issues</i> may include:	- issues relating to non-compliance with invitation to offer requirements - issues relating to occupational health and safety (OHS) performance standards - issues relating to the form and specific requirements of contract documentation
<i>Contracts</i> may include:	- agreements for one-off or ongoing supply of goods or services - agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies - electronic or paper-based agreements - memoranda of understanding/agreement
<i>Relevant personnel</i> may include:	- CEO - managers - leaders - coordinators - OHS specialists - supervisors - other persons authorised to commit the

RANGE STATEMENT	
	- organisation to purchases - internal users of purchased goods and services - owner - Board - specialist personnel involved in purchasing, asset maintenance and finance
Checks may include:	- referring the contract to others such as: - external legal representative for organisation - legal officer within organisation - purchasing manager

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBPUR403B Conduct international purchasing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to conduct international purchasing and covers the sourcing of potential suppliers, inviting offers, evaluating the offers received, preparing recommendations and contracting the successful supplier. It also covers arranging importation of the goods, including satisfying regulatory requirements, arranging required payments and ensuring all contractual obligations are met. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who conduct international purchasing of specified goods within workplace policies and procedures and regulatory frameworks. Individuals undertaking this unit are typically purchasing in accordance with organisational international purchasing guidelines and work under minimal supervision of a senior purchasing manager or in consultation with senior management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source international suppliers	1.1. Identify goods to be purchased internationally 1.2. Research potential sources of supply from relevant <i>information sources</i> 1.3. Examine market structures for proposed purchases 1.4. Determine <i>regulations</i> governing international purchasing 1.5. Identify potential sources of supply from research 1.6. Seek <i>assistance and clarification</i> as required on which workplace procedures, policies and regulations govern the international purchasing of specified goods 1.7. Apply workplace procedures, policies and regulations governing the international purchasing of specified goods

ELEMENT	PERFORMANCE CRITERIA
2. Prepare invitations to offer for imported goods	2.1. Obtain and clarify specifications of requirements for international purchasing of specified goods from relevant personnel as required 2.2. Select purchasing strategy most appropriate to the proposed purchase 2.3. Develop and document invitations to offer 2.4. Ensure invitations to offer are checked for compliance with regulations, organisation's policies and procedures and description of required goods 2.5. Develop, document and obtain approval for criteria for evaluating offers 2.6. Issue invitations to offer to prospective suppliers after gaining approval from relevant personnel to release them
3. Prepare recommendations in response to offers	3.1. Receive offer documents from suppliers 3.2. Assess offer documents against documented criteria and requirements of purchasing strategies 3.3. Seek further information from suppliers, as required, to clarify offers 3.4. Evaluate offers against purchasing criteria 3.5. Select preferred offer and make recommendation for approval to relevant personnel 3.6. Obtain approval for recommended offers
4. Action successful offers	4.1. Draft contract with successful supplier 4.2. Access legal expertise to ensure legality of contract agreements 4.3. Issue contract in accordance with received approval 4.4. Inform unsuccessful offers of outcome of evaluation process
5. Arrange importation of goods	5.1. Assess risks in ownership and transport of goods from point of delivery to final destination 5.2. Arrange relevant insurance cover 5.3. Seek agents as required to arrange inspection, packing, transport, importation, customs clearance and delivery of goods into store 5.4. Satisfy statutory and regulatory requirements including fumigation and export/import controls 5.5. Ensure supply and logistics channels are managed to delivery of goods is achieved satisfactorily and within designated timelines

ELEMENT	PERFORMANCE CRITERIA
6. Arrange provision of foreign currency payments	6.1. Obtain advice on payment strategy to be followed 6.2. Receive arrangements made to initiate currency hedging, letter of credit or payment by direct cheque in accordance with advice 6.3. Authorise payments at appropriate times
7. Ensure all contractual obligations are satisfied	7.1. Ensure that actions are taken to ensure that any non-compliance with contractual conditions and specifications is rectified

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information management skills to prepare invitations to offer accurately and in sufficient detail
- organisation and time management skills to source suppliers and release required documentation in a timely fashion
- literacy skills to document invitations to offer
- communication skills to liaise with suppliers and in gaining approvals and advice from others involved in the purchasing process
- skills to conduct a risk assessment for purchasing the specified goods from each supplier.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - consumer protection legislation
 - contract law
 - import of goods and services, where relevant
 - sale of goods legislation
 - Trade Practices Act
- methods of payment applicable to international purchasing
- organisational policies and procedures for international purchasing

REQUIRED SKILLS AND KNOWLEDGE

- range of agencies and organisations involved in arranging importation arrangements such as:
 - consultants
 - customs brokers
 - freight forwarders
 - logistics and transport companies
- relevant insurance brokers and range of available types of policies to cover risks of international purchasing
- relevant insurance brokers and range of available types of policies to cover risks of international purchasing
- sources of information and assistance external to organisation, for example:
 - Austrade
 - chambers of commerce
 - customs brokers
 - regulatory authorities such as Australian Custom Service (ACS) and Australian Quarantine Inspection Service (AQIS)
 - state/territory government departments or agencies.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sourcing of international suppliers for specified goods
- preparation and issuing of invitations to offer
- evaluation and selection of successful offers
- issuing of contracts with preferred suppliers
- informing unsuccessful suppliers of outcome of evaluation process.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment

EVIDENCE GUIDE	
	• access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of draft and finalised invitations to offer and contracts for the supply of international goods • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of evaluating offers against selection criteria • observation of contacting successful and unsuccessful suppliers about the awarding of the contract • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information sources may include:	• Austrade and state/territory government departments or agencies and chambers of commerce

RANGE STATEMENT	
	• catalogues and directories • existing databases of suppliers • international branches and affiliates of organisation • internet • trade or industry publications
Regulations may include:	• Australian Customs Act • legislation, codes of practice and national standards, for example: • other Australian legislation relating to restrictions and prohibitions on imports • quarantine legislation
Assistance and clarification may be sought from:	• external parties, for example regulatory authorities such as: • Australian Customs Service (ACS) • Australian Quarantine Inspection Service (AQIS) • customs brokers • Austrade • manager or other personnel within the organisation
Specifications may include:	• designated timelines • indications of price range to be paid • packaging requirements • quantities required • relevant quality parameters for goods • size, capacity and volume of individual items • technical descriptions of goods to be purchased
Criteria for evaluating offers may include:	• any preferences for country of origin • availability and ability to meet designated timelines • clarity of offer • cost structure • quality parameters • value adding offered by suppliers including technical support and guarantees
Agents include:	• customs brokers • freight forwarders • logistics and transport companies and consultants

RANGE STATEMENT	
Actions may include:	• imposition of fines or penalties • interventions by self • referral to more senior personnel within organisation, regulatory bodies and agents involved in arranging importation of goods

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate interpersonal communication with clients	1.1. Identify and use <i>preferred client communication styles and methods</i> 1.2. Establish rapport with clients using <i>verbal</i> and <i>non-verbal communication</i> processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential <i>barriers to effective communication</i> with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop <i>client loyalty strategies</i> to attract and retain

ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply <i>client care and client service standards</i>
3. Maintain and improve ongoing relationships with clients	3.1. Develop <i>strategies to obtain ongoing feedback</i> from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in <i>business associations</i> and/or <i>professional development activities</i> to establish and maintain a <i>network</i> of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange <i>information and ideas</i> 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport, and to build and maintain relationships with clients.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation

REQUIRED SKILLS AND KNOWLEDGE

- ethical principles
- marketing code of practice
- privacy laws
- Trade Practices Act
- marketing communications concepts and processes
- principles and techniques for effective communication and networking
- sources of business related networks.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- establishing and maintaining relationships with a range of clients related to the candidate's business
- participating in and providing, an active contribution to a business related network.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports or journals on client relationship activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of the candidate communicating with clients
- observation of presentations made to business networks
- oral or written questioning to assess knowledge and understanding

EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Preferred client communication styles and methods</i> may include:	• email • face-to-face • mail • phone
<i>Verbal communication</i> may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
<i>Non-verbal communication</i> may include:	• active listening • body language • body orientation • clothing • colour • distance

RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
<i>Barriers to effective communication</i> may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
<i>Client loyalty strategies</i> include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
<i>Client care and client service</i>	• accuracy of billing

RANGE STATEMENT	
<i>standards</i> may include:	• accuracy of product/service descriptions, specifications in marketing communications • complaint resolution times • incidences of stock outs and back orders • on-hold times • order delivery standards such as: • whether right product or service was delivered • delivered to right person or address • delivered on time • politeness, helpfulness and grooming of delivery staff • delivery vehicles parked properly • cleanliness of delivery vehicles • shipment tracking services • telephone answering times and responses
<i>Strategies to obtain ongoing feedback</i> may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
<i>Business associations</i> may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
<i>Professional development activities</i> may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define objectives of research ensuring consistency with organisational requirements 2.2. Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools

ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable methods of data analysis that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

REQUIRED SKILLS AND KNOWLEDGE

- recording practices
- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- presenting information and data
- maintaining and handling data and documents systematically
- analysing and interpreting data to support organisational activities
- knowledge of research processes and strategies to identify new sources of information.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of research tasks and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- review of documentation outlining recommendations and issues

EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Information</i> may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
<i>Organisational requirements</i> may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "() • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible <i>options for the business legal structure</i> using <i>appropriate sources</i> 1.2. Determine <i>legislation and regulatory requirements</i> affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the <i>legal rights and responsibilities</i> of the business are identified and the business is adequately protected, specifically in relation to <i>occupational health and safety (OHS)</i>, business registration and environmental requirements 2.2. Identify <i>taxation principles and requirements</i> relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain <i>legal documents</i> and maintain and update relevant <i>records</i> to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine procurement rights and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan 3.4. Identify insurance requirements and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, reporting, record keeping and consultation skills to operate the business
- literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information
- research skills to investigate legal structures, and taxation and insurance requirements
- time management skills to prioritise tasks and to meet key dates.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation
- creation and termination of relevant legal contracts

REQUIRED SKILLS AND KNOWLEDGE

- cultural differences and legal implications
- duty of care imposed by Law of Torts
- legal rights and obligations of alternative ownership structures
- record keeping to meet minimum legal and taxation requirements
- relevant consumer legislation
- relevant industry codes of practice
- relevant insurance requirements and products.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts
- interpreting compliance data and formulating appropriate action
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of evidence including contracts negotiated and arranged
- oral or written questioning to assess knowledge of relevant consumer legislation
- review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Options for the business legal structure</i> may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
<i>Options for the business legal structure</i> may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
<i>Appropriate sources</i> may include:	• business advisers • financial planners • government agencies

RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)
Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as: • relevant Acts and regulations • industry and OHS codes of practice • business registrations and licences • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations
Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document costs associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate pricing strategies in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set profit targets/goals to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify <i>sources of finance</i>, including potential <i>financial backers</i>, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance - knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: - access to relevant documentation - candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - portfolio of evidence including financial plan and records - review of projected profit statement prepared to supplement the business plan - review of cash flow projections - oral or written questioning to assess knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBSMB401A Establish legal and risk management requirements of small business - BSBSMB404A Undertake small business planning - BSBSMB405A Monitor and manage small business operations - BSBSMB406A Manage small business finances.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Costs</i> may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
<i>Pricing strategies</i> may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
<i>Financial plan</i> may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
<i>Profit targets/goals</i> may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
<i>Cash flow projections</i> may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Legal requirements</i> may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
<i>Sources of finance</i> may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
<i>Financial backers</i> may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify <i>financial information</i> requirements and obtain <i>specialist services</i>, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including <i>cash flow</i> estimates, as required for each forward period, and distribute to <i>relevant people</i> in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <i>financial backers</i> 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client <i>credit policies</i>, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

ELEMENT	PERFORMANCE CRITERIA
	extent to which the <i>financial plan</i> has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Financial plan may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- review of financial inputs required (sources and forms of finance)
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records
- business activity statements
- business capital
- cash book

RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

RANGE STATEMENT	
	• trading terms
<i>Financial ratios</i> may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: - efficient resource use - potential environmental hazards - regulatory compliance - improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use	1.1. Identify workplace <i>environmental and resource efficiency issues</i> 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using <i>appropriate techniques</i> 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure compliance 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow organisational plans to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make suggestions for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

REQUIRED SKILLS AND KNOWLEDGE

daily tasks, employee and employer rights, equal opportunity.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation
- review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance
- individual or team discussion about potential for increased resource efficiency within current work area
- access to workplace documents, information and resources (such as compliance obligations, enterprise

EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Environmental and resource</i>	• maximising opportunities to improve business environmental performance

RANGE STATEMENT	
<i>efficiency issues</i> may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
<i>Appropriate techniques</i> may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
<i>Compliance</i> may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • local government • industry • organisation
<i>Organisational plans</i> may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
<i>Suggestions</i> may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

RANGE STATEMENT

	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

	particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing <i>compliance</i> with environmental/sustainability regulations 1.3. Collect information on environmental and resource

ELEMENT	PERFORMANCE CRITERIA
	efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current purchasing strategies 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from stakeholders, key personnel and specialists 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans

ELEMENT	PERFORMANCE CRITERIA
	4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management policies and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures

REQUIRED SKILLS AND KNOWLEDGE

- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes
- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- knowledge of relevant compliance requirements within work area
- developing plans to make improvements
- planning and organising work group activities in relation to measuring current use and devising strategies to improve usage
- monitoring resource use and improvements for environmental performance relative to work area and supervision
- ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards
- implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

EVIDENCE GUIDE**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision
- access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities
- access to reports from other parties involved in the process of identifying and implementing improvements
- evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- response to case studies
- review of reports of activities of work group in relation to measuring resource use and developing improvement strategies
- review of work plans outlining approaches to improved practices with documented benchmarks
- analysis of the way in which advice is sought and suggestions are made about improvements
- observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance
- review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace
- analysis of implementation of programs such as a

EVIDENCE GUIDE	
	green office program, supply chain program for purchasing sustainable products, or an environmental management framework oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBATSIC411C Communicate with the community - BSBINN301A Promote innovation in a team environment - BSBLED401A Develop teams and individuals - BSBMGT402A Implement operational plan - BSBMGT403A Implement continuous improvement - BSBRISK401A Identify risk and apply risk management processes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Compliance</i> may include:	- meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): - international - commonwealth - state/territory - industry - organisation.

RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.
Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including: • customers • employees at all levels of the organisation • government • investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary

RANGE STATEMENT

	energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: • improving resource/energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: • ecological footprinting • Energy Efficiency Opportunities Bill 2005 • Global Reporting Initiative • green office program - a cultural change program • green purchasing • Greenhouse Challenge Plus (Australian government initiative) • ISO 14001:1996 Environmental management systems life cycle analyses • product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.
Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as: • usage of solar or renewable energies where appropriate • reducing emissions of greenhouse gases • reducing use of non-renewable resources • making more efficient use of resources, energy and water • maximising opportunities to re-use, recycle and reclaim materials • identifying strategies to offset or mitigate environmental impacts: • purchasing carbon credits • energy conservation • reducing chemical use • reducing material consumption • expressing purchasing power through the selection of suppliers with improved

RANGE STATEMENT

	environmental performance e.g. purchasing renewable energy eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define scope of sustainability policy 1.2. Gather information from a range of sources to plan and develop policy 1.3. Identify and consult stakeholders as a key component of the policy development process 1.4. Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

EVIDENCE GUIDE

	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope of workplace sustainability policy may include:

- addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
 - ecological foot printing
 - Energy Efficiency Opportunities Bill 2005l
 - Global Reporting Initiative
 - green office program
 - green purchasing
 - Greenhouse Challenge Plus (Australian government initiative)
 - ISO 14001:1996 Environmental management systems life cycle analyses
 - life cycle analyses
 - product stewardship
 - supply chain management
 - sustainability covenants/compacts
 - triple bottom line reporting
- integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
- investigating particular business and market context of the industry/organisation
- meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
 - international
 - commonwealth
 - state/territory
 - industry

RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.
Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: • customers • employees at all levels of the organisation • government • investors • local community • other organisations • regulators • suppliers • key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.
Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBWOR301B Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with <i>BSB07 Business Training Package version 6.0</i> Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures. Replaces BSBWOR301A Organise personal work priorities and development

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. Operators may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or KPIs are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Coordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development

	opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to give and receive constructive feedback relating to development needs
- literacy skills to read and understand the organisation's procedures
- planning skills to organise work priorities according to work goals and objectives
- problem-solving skills to solve routine problems
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation.
KPIs may include:	• key performance indicators on customer satisfaction • key performance indicators on customer effort • monitoring time taken to answer calls • operating within reporting protocols • score tools such as net promoter • understanding metrics.
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals.
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
Business technology may include:	• computer applications • computers • email

	• facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners.
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery.
Products and services may include:	• either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance.
Personal wellbeing may include:	• cultural • emotional • social • spiritual.
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads.
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training.
Professional development	• career planning/development

opportunities may include:	• coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment.

Unit Sector(s)

Industry Capability – Workplace Effectiveness

Custom Content Section

Not applicable.

BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and <i>own responsibilities and accountabilities</i> 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use <i>technology</i> efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against <i>competency standards</i> to determine development needs, priorities and plans 3.2. Seek feedback from employees, <i>clients and colleagues</i> and use this feedback to identify and

ELEMENT	PERFORMANCE CRITERIA
	develop ways to improve competence 3.3. Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - personal development plan
 - personal goal setting
 - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Own responsibilities and accountabilities may include:

- expectations of workplace performance as expressed in a performance plan
- outputs as expressed in position descriptions or duty statements
- statement of conduct outlining an individual's responsibilities/actions/performance

Technology may include:

- computerised systems and software, databases, project management and word processing
- electronic diary
- personal digital assistant (PDA)

Competency standards may include:

- enterprise-specific units of competency consistent with work requirements
- nationally endorsed units of competency consistent with work requirements

Clients and colleagues may be:

- colleagues at the same level and more senior managers
- internal or external customers
- people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- team members

Development opportunities may include:

- action learning
- coaching
- exchange/rotation
- induction
- mentoring
- shadowing
- structured training programs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBWRK509A Manage industrial relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage industrial relations matters within an organisation, with day to day involvement. It includes strategic planning and policy development for industrial relations as well as negotiation, conflict management and dispute resolution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and industrial relations who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have responsibility for supervising the work of others but are authorised to oversee industrial relations in the organisation. However they will have knowledge of current industrial relations trends and legislation. The unit addresses staff who have responsibility for working across the organisation to ensure that there is a policy infrastructure which ensures legislative compliance and clarifies issues. It also addresses the requirement for responding to industrial conflict and grievances.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop industrial relations strategies/policies	1.1. Analyse strategic plans and operational plans to determine <i>long-term industrial relations objectives</i> 1.2. Analyse existing industrial relations performance in relation to strategic industrial relations objectives 1.3. Evaluate options in terms of <i>cost benefit, risk analysis</i> and current legislative requirements 1.4. Establish industrial relations strategies/policies within the management team 1.5. Identify the knowledge and skills needed by management and the workforce to effectively implement these strategies/policies
2. Implement industrial	2.1. Develop an <i>implementation plan</i> and contingency

ELEMENT	PERFORMANCE CRITERIA
relations strategies/policies and plans	plan for the industrial relations strategies/policies 2.2. Make arrangements for training and development in accordance with identified needs, to support the industrial relations plan 2.3. Undertake associated industrial relations activities to agree to changes required by policies or implementation plan 2.4. Ensure procedures for addressing grievances and conflict are properly documented 2.5. Communicate key issues about procedures for addressing grievances and conflict
3. Manage negotiations, conflict and disputes	3.1. Train individuals in conflict management techniques/procedures 3.2. Identify and where possible alleviate or eliminate, sources of conflict or grievance in accordance with legal requirements 3.3. Check documentation and other information sources to clarify issues in dispute 3.4. Obtain expert or specialist advice and/or refer to precedents, if required 3.5. Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6. Advocate the organisation's position in negotiation to obtain agreement 3.7. Document and if necessary, certify the agreed outcomes with the relevant jurisdiction 3.8. Implement agreements 3.9. Take remedial action where groups or individuals fail to abide by agreements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to advocate, consult, negotiate and mediate conflict
- innovation and problem-solving skills to manage sensitive and important issues
- planning and time management skills to meet critical deadlines, to sequence tasks,

REQUIRED SKILLS AND KNOWLEDGE

to prepare submissions and to present cases.

Required knowledge

- enterprise and workplace bargaining processes
- key entities in the Australian industrial relations system, including courts and tribunals, trade unions, employer bodies
- relevant industrial, occupational health and safety, equal opportunity and anti-discrimination legislation in both the Commonwealth and state jurisdictions.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- demonstrated understanding of contemporary industrial issues and legislation
- documented strategies and procedures for dealing with grievances and disputes
- performance of negotiation/conflict resolution techniques
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports on industrial issues
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques in negotiation and case presentation

EVIDENCE GUIDE

	• observation of presentations • oral or written questioning to assess knowledge of industrial relations legislation • review of documentation outlining long-term industrial relations objectives • review of implementation plan and contingency plan • evaluation of documentation communicating key issues about procedures for addressing grievances and conflict.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Long-term industrial relations objectives may relate to:

- effective management of grievances, conflict situations and dispute resolution procedures
- employee commitment
- employee satisfaction
- job design
- negotiation outcomes
- organisational culture
- relations with unions or other peak bodies
- restructuring
- salary, remuneration, benefits or bonuses
- workforce planning
- workplace reform

Cost benefit means:

- calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and

RANGE STATEMENT	
	risks in taking that action
Risk analysis means:	determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Implementation plan may include:	- documented objectives, methodology and timeframe - project plan
Associated industrial relations activities may include:	- clarification of terms and conditions of employment of those persons affected - consultation with employee representatives including unions and elected staff representatives - ensuring the legality of proposed strategies, policies and initiatives - referring to employer representatives for advice and support
Conflict management techniques/procedures may include:	- controlling difficult situations using legal remedies - dispute resolution procedures - negotiating/bargaining
Certify refers to:	- Australian Workplace Agreements - workplace collective agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

Co-requisite units

Co-requisite units		

CUFDIG304A Create visual design components

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create visual designs for a range of interactive media components. People in this role work closely with other members of a production team. They create visual design components in response to specifications and under the supervision of a graphic designer or producer. They contribute creative ideas to the overall concept that needs to take account of technical considerations, such as the final delivery platform. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit requires the application of the key principles and practice of graphic design in the context of creating visual design components that could be integrated into a range of media products, including print media. A graphic artist usually undertakes this role and is expected to be competent in a range of design techniques, including freehand drawing. The visual design output will nevertheless be in a digital format for inclusion in a final media product. More complex skills associated with visual design aspects

	of a whole interactive media product are covered in: - CUFDIG402A Design user interfaces - CUFDIG403A Create user interfaces.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Clarify work requirements	- Clarify type of visual design <i>components</i> required, in consultation with <i>relevant personnel</i> - In discussion with relevant personnel, identify factors

ELEMENT	PERFORMANCE CRITERIA
	that may determine or affect visual design concepts, including design techniques 3. Clarify in discussion with relevant personnel the target user and audience, and determine format and delivery platform
Generate and assess ideas	4. Review media products, designs, images, artwork and other creative sources that may inspire visual design ideas 5. Obtain other relevant information that may influence design ideas 6. Generate a range of visual design ideas that are technically feasible, respond to specifications and provide creative solutions to all design issues 7. Present visual design ideas to relevant personnel using design techniques
Plan approach	8. Experiment with traditional and digital imaging techniques to create required visual design components 9. Explore range of typographical and visual design elements to create the components 10. Evaluate initial design ideas and specifications against findings and discuss with relevant personnel to select final design concept 11. Select design technique and discuss with relevant personnel to ensure appropriate output format meets delivery platform requirements
Produce visual design components	12. Develop structure for components based on the final design concept using selected design techniques 13. Apply visual design principles and communication principles to produce components 14. Save visual design in an appropriate format that satisfies the technical parameters determined in consultation with relevant personnel
Finalise visual design components	15. Review visual design components to assess whether creative solutions meet design and technical specifications 16. Discuss and confirm with relevant personnel additional requirements or modifications and undertake any necessary amendments

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written and verbal instructions
 - work as a member of a production team - both independently on assignment and under direction
 - respond constructively to feedback received from other team members
- initiative and enterprise in the context of generating a range of feasible ideas for visual designs
- technical skills sufficient to:
 - use a range of design techniques for creating visual designs, including industry-standard graphics software
 - apply visual design and communication principles to produce visual designs
 - create visual design components in appropriate formats for a range of delivery platforms
 - manage files and directories using standard naming conventions
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - basic understanding of the relationship between technical and creative aspects and requirements of media projects
- basic design principles of layout and composition
- characteristics of digital and traditional imaging
- visual design and communication principles
- typography
- copyright clearance procedures
- OHS standards as they apply to the use of computer and keyboard for periods of time

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • creation of visual design components that respond effectively to specifications and demonstrate the application of visual design and communication principles • ability to apply a selection of the design techniques listed in the range statement • ability to work collaboratively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of resources, equipment and current industry-standard software as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a range of visual design components created by the candidate • written or oral questioning to test knowledge of visual design principles, communication principles and responsibilities of different members of a project team.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG303A Produce and prepare photo images

EVIDENCE GUIDE

- CUFANM301A Create 2D digital animations.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Components may include:

- 2D animation objects
- backgrounds
- banners
- basic user interfaces
- colours
- flow charts
- icons
- illustrations
- interactive buttons
- interactive controls
- logos
- simple 2D animation characters
- text
- titles
- other components required by the project.

Relevant personnel may include:

- art director
- asset creator
- client
- editor
- producer
- programmer
- supervisor
- technical director
- technical staff
- other specialist creative and administrative staff.

RANGE STATEMENT	
<i>Design techniques</i> may include:	• drawing freehand • drawing on a tablet • flow charts • scanning drawings and photographs • storyboards • thumbnail sketches • using graphics software, such as: • Corel Draw • Corel Paint Shop Pro • Photoshop • Photoshop Elements • Illustrator • Paint.net • Fireworks.
<i>Format</i> may include:	• bitmap image • digital formats, such as: • GIF • JPEG • PDF • TIFF • PICT • PNG • PSD • HTML • hard copy • vector image.
<i>Delivery platform</i> may include:	• CD • DVD • film • games console • internet • kiosk • mobile phone • other wireless/mobile devices • personal digital assistant (PDA) • print media • television.
<i>Relevant information</i> may	• brands

RANGE STATEMENT	
include:	• logos • previous versions of components • printed materials • promotion materials • style guides • trademarks.
Typographical design elements may include:	• alignment • fonts and typefaces • kerning • leading • point and size • serif or sans serif • tracking.
Visual design elements may include:	• colour • form • line • shape • texture • tone.
Visual design principles may include:	• balance • emphasis • focal point • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUVDIG201A Develop digital imaging skills

Modification History

Version	Comments
CUVDIG201A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use basic techniques to work with digital images.

Application of the Unit

People with little or no experience in working with digital images apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in visual arts or a related area of creative practice and may have acquired skills in using digital imaging software for general design or drawing purposes either at school or through self-directed learning and experimentation.

At this level, they are applying basic techniques to produce digital images from simple design concepts. Supervision and guidance would usually be provided.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Prepare digital imaging resources	1.1 Identify and obtain digital imaging tools, equipment and materials 1.2 Prepare tools, equipment and materials according to workplace procedures and safety requirements 1.3 Set up a safe work space with guidance from key people
2. Use and test digital imaging techniques	2.1 View a range of digital images in different styles and discuss with others how effects are achieved 2.2 Match potential techniques to the ideas for the work with the assistance of key people 2.3 Test nominated techniques to determine the effects they achieve 2.4 Safely use selected techniques to produce digital images 2.5 Calculate correct quantities of materials required and minimise waste where possible 2.6 Clean and store tools, equipment and materials according to safety requirements and specific needs of different items
3. Make plans to develop skills	3.1 Seek feedback on digital imaging work from key people 3.2 Respond positively to feedback and identify key areas for improvement 3.3 Review different opportunities to build own skills and select suitable options

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - discuss the process for producing digital imaging with others
 - understand and follow instructions
- learning skills to:
 - improve techniques for producing digital images through practice
 - respond appropriately to feedback
- literacy skills to read product and equipment safety labels
- numeracy skills to calculate quantities of materials
- planning and organising skills to prepare and set up resources and work space.

Required knowledge

- materials, tools and equipment commonly used for digital imaging
- major styles of digital imaging and the work of key practitioners relevant to individual area of interest
- typical work space and equipment requirements for the production of different types of digital images
- cleaning and maintenance techniques for tools and equipment used in producing digital images
- elements and principles of design – what they are and what they mean
- intellectual property considerations for any person making creative work
- ways of minimising waste in the use of digital imaging tools, materials and equipment
- OHS procedures that apply to digital imaging work.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • produce a series of digital images where the techniques and materials support the idea for the work • apply knowledge of materials and equipment used in digital imaging work.

Context of and specific resources for assessment	Assessment must ensure access to: • equipment and materials used in digital imaging work.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of digital imaging work in progress • questioning and discussion of candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP201A Make simple creative work.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tools and equipment may include:	• computer • digital camera • digital imaging software • guillotine • output device • scanner.
Materials may include:	• a range of papers for printing • hard copy source material, such as:

	• magazine clippings • paintings • photos.
Workplace procedures may relate to such things as:	• cost control • recycling • reporting • safety.
Key people may include:	• arts practitioners • mentors • supervisors • teachers.
Ideas may be influenced by:	• current capability with techniques • historical and theoretical contexts • subject matter or theme for the work, such as: • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
Process used to test techniques may include:	• further practice with techniques to acquire, manipulate and print images while also manipulating variables, such as: • brightness • colour depth • contrast • resolution • producing samples.
Techniques would generally be quite limited in nature and may include:	• acquiring images: • from the internet • through digital photography • through scanning • manipulating images using basic features of imaging software • outputting images in appropriate file formats: • GIF • JPEG • PDF • PICT • PNG • PSD

	• TIFF • printing hard copies of images • uploading images to the internet.

Unit Sector(s)

Visual communication – digital content and imaging

CUVPHI302A Capture photographic images

Modification History

Version	Comments
CUVPHI302A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a range of techniques to capture images using a standard digital stills camera.

Application of the Unit

This unit describes many of the foundation skills needed by those planning a career in photo imaging, but also applies in contexts where photography may not be the primary job role or main focus of work activity. For example, in the creative sectors a visual artist uses these skills to document the progress of work. In the events industry, an event coordinator might need to take photographs of potential venues or site layouts. Image styles may be technical, photojournalistic or illustrative. Further skills needed by professional photographers are covered in the unit CUVPHI401A Capture images in response to a brief.

At this level, work would be undertaken independently but within established parameters. Supervision or guidance is available as required.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element

Elements describe the essential outcomes of a unit of competency.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Prepare to capture digital images	1.1. Discuss photographic project with relevant people and select appropriate camera and accessories 1.2. Assess digital camera features to ensure that outcomes meet project requirements 1.3. Plan shots for the project taking into account digital camera features, lighting, photographic design elements and photographic techniques
2. Preview and experiment with image capture	2.1. Operate digital camera according to manufacturer specifications 2.2. Set digital camera preferences and use photographic techniques to achieve desired results 2.3. Adjust planned shots as required and experiment with different ways of achieving desired results
3. Review images	3.1. Download digital images or scan developed film images using appropriate digital imaging software where appropriate 3.2. Rotate, cull, sort and rename images to meet requirements 3.3. Apply metadata and key words to images as required 3.4. Back up and archive as required 3.5. Seek feedback from others on quality of original captures and note areas for future improvement
4. Enhance images	4.1. Enhance images using digital imaging software 4.2. Evaluate outcome against project requirements and confirm with relevant people as required

	4.3. Seek feedback from others on quality of enhanced images and note areas for future improvement
5. Finalise image capture process	5.1. Catalogue as required, ensuring extraction and embedding of all necessary metadata as required 5.2. Complete workplace documentation as required 5.3. Clean and store equipment and accessories according to workplace procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and literacy skills to:
 - interpret and clarify written and verbal instructions
 - follow instructions in equipment operation manuals
 - interpret technical charts or diagrams associated with standard cameras
- critical thinking skills to evaluate a range of information in order to assess and respond to the requirements of a photo imaging project
- problem-solving skills to:
 - resolve minor equipment set-up problems
 - identify and correct image issues when enhancing
- self-management skills to:
 - work within requirements of a project
 - seek expert assistance when required
- technical skills to proficiently use:
 - a digital camera to create well-composed photo images
 - software and other equipment to enhance photo images.

Required knowledge

- basic photographic techniques
- features of standard digital cameras
- cleaning and maintenance techniques for cameras and accessories
- key photo imaging industry terminology
- pixel count (megapixels) and how this relates to resolution and output size of the final image
- elements and principles of design for photo images

- manuals, safety and other documentation relevant to image capture and storage requirements and locations
- OHS procedures in relation to photo imaging work, cameras and computers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • capture photo images that meet the quality and look requirements for a range of projects • use a wide range of features of a standard digital stills camera.
Context of and specific resources for assessment	Assessment must ensure access to: • materials, resources and equipment needed to capture digital photographic images.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • practical demonstration of skills using a camera to capture images for specific purposes • evaluation of images captured by the candidate • oral or written questioning to assess knowledge of camera techniques and features • discussion and/or written report of the nominated techniques applied to selected subject matter • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information	Holistic assessment with other units relevant to the industry

for assessment	sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Relevant people</i> may include:	• clients • colleagues • managers • mentors • other specialised creative staff • people being photographed • supervisors • teachers.
<i>Accessories</i> may include:	• batteries • computer and monitor, including laptop computer • computer cables and hub • extension leads • filters • lens hoods • light reflectors • light absorbers • monopod • memory storage devices: • flash drive • external hard drive • memory card • range of lenses • tripod.
<i>Digital camera features</i> may include:	• aperture: minimum and maximum values • battery: type, size, voltage and output power • colour, target and working space • compatibility of hardware with digital imaging software • exposure compensation • file format and compression/quality if relevant

	• flash, such as: • fill flash • flash compensation • on-off • red-eye reduction • second or rear curtain sync • slow-sync • focussing options: • auto • facial recognition • focus points • manual • ISO: auto, manual, film speed and push/pull processing • lens focal length: • close-up/macro • telephoto • wide angle • memory storage device: type, capacity and read/write speed • menu functions • metering options: • centre weighted • matrix • spot • operating modes: • aperture priority • automatic (green square) • manual • program • shutter priority • resolution: megapixels and compression/quality if relevant • scene modes: • backlight • beach • fireworks • macro • night • snow • sunset • shutter speed: minimum and maximum values

	• subject modes: • portrait • landscape • sports • macro • viewfinder diopter adjustment values • white balance: • auto (AWB) • Kelvin value • sunlight • shade • tungsten • zoom: • range • maximum aperture at extremities of focal length.
Lighting may be:	• ambient • axis lighting • backlit • daylight • diffused • direct • directional-diffused • front lit • moonlight • natural light • on-camera flash • open shade • raking • reflected or bounced • rim light • side lighting • silhouetting • top or overhead lighting • under lighting • window light.
Photographic design elements may relate to:	• balance • colour relationships: • accent on neutral • similar • complementary

	• monochromatic • tetrad • triad • composition: • rule of thirds • golden mean • fallow edges (margins) • contrast: increased or decreased • emphasis and de-emphasis, e.g. depth of field • eye tracking • framing: • angle of view • field of view • point of view • leading lines • line, curve, shape and form • positive and negative space • perspective • proportion • repetition • scale • subject separation: • by colour • by focus • by tone • symmetry and asymmetry • unity.
Photographic techniques may be:	• activating auto focus • setting depth of field: • minimum and maximum hyperfocal points • relationship formula between focal length, distance from subject and aperture • metering for exposure: • contrast evaluation • grey card • incident • reflected • spot • using focus lock and prefocus • controlling perspective with focal length:

	• flattened • normal • steepened • working with moving subjects and motion: • freezing movement with high shutter speed • freezing movement with flash • implying movement with second or rear curtain flash sync • panning a moving subject • implying movement with slow shutter speeds • capturing a time exposure sequence.
Digital imaging software may include:	• wide range of programs, such as: • Adobe Photoshop • Adobe Photoshop Elements • Adobe Photoshop Lightroom • Apple Aperture • Corel Paint Shop Pro • Corel PhotoPaint • GNU Image Manipulation Program (GIMP and GIMPshop).
Sort may include:	• auto sort by metadata • drag into an order • flag • group like images together • label • rate • stack.
Metadata may include:	• copyright notice • copyright status • creator • date of capture/date created • description • international standards: • EXIF • IPTC • PLUS • headline or caption • job or identifier number • key words or tags • geotagging and GPS coordinates

	• rights usage and terms • subject • title • version.
Enhance may include:	• straightening: horizon or a known horizontal or vertical line • correcting perspective, such as converging verticals • cropping to discard surplus data • setting most common resolution, without resampling • specifying tonal range • allocating contrast • compensating for colour cast or tint • boosting vibrance, saturation and chroma • basic spotting: • dust marks • remove red eye.
Documentation may be:	• digital: • catalogue • diagrams and plans • database • spreadsheets • hard copy: • visual diary • data sheets with notes • diagrams and plans • sketches.

Unit Sector(s)

Visual communication – photo imaging

CUVPHI401A Capture images in response to a brief

Modification History

Version	Comments
CUVPHI401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and set up a camera shoot using a range of image capture techniques with professional equipment.

This unit builds on the skills outlined in CUVPHI302A Capture photographic images.

Application of the Unit

People working as a photographer's assistant apply the skills and knowledge in this unit. They could be employed in photography studios, media companies or corporations in any industry.

Photographs could be required for print and electronic media, and for a range of contexts such as weddings and special events, portraits, forensic photography, art photography, galleries, museums and specialist publications.

At this level experimentation and ongoing refinement are required to capture a wide range of images. Work is usually carried out independently, with supervision or guidance available as required.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Interpret image capture briefs	1.1 Interpret the <i>specifications of brief</i> 1.2 Take user or client requirements into account when making design decisions 1.3 Identify and clarify any issues in relation to specifications, <i>parameters and constraints</i> in brief 1.4 Source and evaluate <i>information pertinent to briefs</i>
2. Prepare for camera shoots	2.1 Select <i>camera systems and accessories</i> and lighting consistent with the <i>purpose</i> for capturing images 2.2 Organise all other <i>aspects</i> of photo shoots according to brief 2.3 Plan shoots with due regard to safety procedures 2.4 Safely set up cameras, lighting, accessories and props to meet requirements
3. Capture images	3.1 Adjust/calibrate settings for camera <i>exposure</i> and subject lighting consistent with image capture requirements 3.2 Take into account the <i>time-specific nature of action</i> or movement of subjects when capturing images 3.3 Continuously <i>review image capture process and techniques</i> to ensure that requirements of brief are being met 3.4 Discuss work in progress where others are involved in the shoot and modify approach as required 3.5 Complete work progress <i>documentation</i> as required 3.6 Complete image capture work within agreed work

	parameters
4. Restore work area and equipment	4.1 Safely dismantle work area after use 4.2 Minimise and clean up waste according to safety requirements 4.3 Clean and maintain equipment according to manufacturer instructions 4.4 Report damage to equipment according to enterprise procedures 4.5 Store equipment according to workplace procedures and ensure readiness for future use

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate ideas about, and approaches to, image capture
- critical thinking skills to develop ideas and responses to photo imaging briefs
- initiative and enterprise skills to experiment with image capture techniques to produce effects that enhance the final product
- literacy skills to interpret photo imaging briefs, and safety and technical information
- numeracy skills to:
 - interpret technical charts and diagrams
 - work within budget constraints
- self-management skills to plan work tasks
- technical skills to evaluate, adapt and integrate a range of image capture techniques
- technology skills to use a range of digital and 35mm SLR cameras.

Required knowledge

- image capture techniques for different purposes
- physical properties and capabilities of the range of camera exposure systems
- styles and types of photographs or images that are required in different industry sectors
- how elements and principles of design may be used in photo imaging work
- work space requirements for image capture work, including selection and set-up of work space for particular types of image capture
- issues and challenges that arise in the context of photographic shoots

- theoretical and historical contexts for photo imaging and how they may be used to inform own photo imaging practice, including other photographers, their work, ideas and techniques
- intellectual property issues and legislation associated with image capture work
- sustainability considerations related to photo imaging equipment and materials
- OHS requirements for photo imaging shoots.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret briefs for image capture work • demonstrate a well-developed command of image capture techniques • use digital and 35mm SLR cameras and accessories to capture images according to the requirements of a brief.
Context of and specific resources for assessment	Assessment must ensure access to: • materials, resources and equipment needed for image capture.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the candidate undertaking image capture • evaluation of images produced by the candidate • questioning and discussion of image capture techniques and their use • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy and numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPHI403A Apply photo imaging lighting techniques.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specifications may refer to:	• audience • medium • purpose • style.
Briefs are usually prepared by a commissioning body or organisation and:	• describe and specify work to be completed • may be: • diagrammatic • verbal • visual • written.

Parameters and constraints may refer to:	• considerations such as: • contractual • copyright • ethical • legal • stylistic • limitations on use of images • production budget • production requirements: • camera format • equipment and materials • lighting • location • models or subjects • number of photographs to be produced • props • suitability of image for different audiences • timeframe.
Information pertinent to briefs may be about:	• capabilities of equipment • characteristics of materials and chemicals • design standards • health and safety • industry standards • technology.
Camera systems and accessories may include:	• 4 x 5 cameras • associated electrical cabling • cable releases • equipment cases, bags and trunks • exposure meters • filters • gaffer tape • instant imaging film backs • lighting equipment consistent with purpose of briefs • macro and close-up systems • motor drives • portable generator • range of lenses • tools for assembling props • tripods.
Camera systems and	• 120mm camera formats

accessories must include:	• 35mm SLR cameras • appropriate accessories for the above • digital cameras.
Purpose of images may be:	• close-up • corporate • editorial • forensic • illustrative • landscape • natural history • photo-documentary • portraiture • press and public relations • scientific • sport • still life • technical • to photograph the built environment • work of art.
Aspects may include:	• first aid kit • gaffer tape • light-sensitive media • location • models • props • subjects • transport arrangements.
Exposure settings relate to exposure meter techniques, such as:	• contrast evaluation • incident • reflected • spot.
Time-specific nature of action may involve consideration of:	• conjunction of elements • decisive moment • expression • juxtaposition of elements/subjects with images • meteorological information • peak action.
Review of image capture process may involve:	• checking that adjustments to cameras are correct and consistent with purpose for image capture • reviewing digital images on camera or computer screens • using instant film to review images.

Techniques may relate to:	• activating auto focus • setting depth of field: • minimum and maximum hyperfocal points • relationship formula between focal length, distance from subject, and aperture • metering for exposure: • contrast evaluation • grey card • incident • reflected • spot • using focus lock and prefocus • controlling perspective with focal length: • flattened • normal • steepened • working with moving subjects and motion: • freezing movement with high shutter speed • freezing movement with flash • implying movement with second or rear curtain flash sync • panning a moving subject • implying movement with slow shutter speeds • capturing a time exposure sequence.
Documentation may involve:	• diagrams • exposure calculations • lighting schema • monitoring planned costs against actual • noting the amount of film used (planned against actual) • storyboards • time taken to complete tasks.

Unit Sector(s)

Visual communication – photo imaging

HLTCOM408D Use specific health terminology to communicate effectively

Modification History

Version 4	Version 5	Comments
HLTCOM408C Use specific health terminology to communicate effectively	HLTCOM408D - Use specific health terminology to communicate effectively	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit covers the skills required to understand and respond to instructions, carry out routine tasks and communicate with a range of internal and external clients in a health care practice, using appropriate practice-specific health terminology.

Application of the Unit

Application

This unit applies to work in a range of health settings where health services are provided with direct client contact involved

Application of this unit should be contextualised to reflect any specific workplace requirements, issues and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Respond appropriately to instructions containing health terminology

1.1 Receive, understand and document *written and oral instructions* using *practice-specific health terminology*

1.2 Use checklists containing health terminology where appropriate

1.3 Recognise and interpret abbreviations for practice-specific terms and associated processes

1.4 Understand and adhere to policies, procedures and guidelines of specific health workplace

1.5 Seek clarification of instructions when necessary

2. Carry out routine tasks

2.1 Use practice-specific health terminology correctly in the completion of *routine tasks*

2.2 Seek assistance from designated person/s as required

3. Use appropriate health

3.1 Use appropriate practice-specific health

ELEMENT

terminology in oral and written communication

PERFORMANCE CRITERIA

terminology as directed in *oral* and *written communication* with clients, fellow workers and health professionals

3.2 Present written communication to a designated person for verification of terminology if required

3.3 Correctly spell and pronounce practice-specific health terminology

3.4 Seek advice from designated person as required to *clarify* correct use and meaning of practice-specific health terms and associated processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Appropriate external agencies
- Appropriate forms and recording requirements
- Appropriate information sources
- Own and others' responsibilities
- Relevant local/state/federal legislation
- Relevant practice-specific health terminology
- Relevant workplace guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in

REQUIRED SKILLS AND KNOWLEDGE

elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply basic research skills to increase own knowledge of practice-specific health terminology
- Apply interpersonal skills to interact with clients and others in an appropriate manner
- Carry out activities and actions within local, state and federal legislation
- Communicate in a professional manner using appropriate communication strategies
- Correctly spell and pronounce practice-specific health terminology
- Ensure activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
- Ensure all written communication is self-checked for spelling errors, grammatical mistakes and missing words and presented to designated person for approval if required
- Follow instructions, including routine oral and written sequenced instructions
- Maintain confidentiality, security and privacy of information
- Use and understand abbreviations for practice-specific health terms and associated processes
- Use literacy skills, including:
 - follow procedures, policies, signs and instructions
 - use correct spelling, grammar and punctuation
- Use language skills, including:
 - question to clarify terms and context
 - relay information
 - use appropriate and correct practice-specific health terminology
 - use correct pronunciation and sentence structures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

EVIDENCE GUIDE

demonstrate this competency unit:

- This unit is most appropriately assessed in a classroom environment
- Assessment may contain theoretical emphasis and examples covering a range of workplace situations in relation to a specific sector of the health industry
- Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender
- Assessment of sole practitioners must consider their unique workplace context, including:
 - interaction with others in the broader professional community as part of the sole practitioner's workplace
 - scope of practice as detailed in the qualification and component competency units
 - holistic/integrated assessment including:
 - working within the practice framework
 - performing a health assessment
 - assessing the client
 - planning treatment
 - providing treatment

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Practice-specific health terminology may include standard terms and abbreviations relating to:

- Case taking
- Departments/sections in a hospital
- Health conditions and disease processes
- Health insurance
- Health investigations and procedures
- Labelling
- Other health care specialties
- Practice equipment and instruments
- Practice-specific language and nomenclature
- Prescriptions
- Referrals
- Workcover

Written and oral instructions may include:

- Client notes
- Diary entries
- Instructions for post-treatment care
- Notices
- WHS signs and instructions
- Oral instructions
- Prescriptions
- Referrals
- Routine reports
- Telephone calls
- Test results

Routine tasks may include:

- Answering client enquiries
- Entering client details into computer system
- Filing client notes
- Maintaining client information

RANGE STATEMENT

- Maintaining information to assist clients and practitioner(s)
- Ordering stock (e.g. stationery, medical supplies)
- Preparing reports
- Processing correspondence
- Producing a range of documents, as required
- Receiving and making telephone calls
- Recording information
- Word processing

Oral communication may include:

- Answering routine telephone enquiries
- Communicating with a range of health care professionals on client related matters
- Confirming appointments
- Verbal instructions

Written communication may include:

- Appointment diaries, cards
- Case reports
- Client histories
- Client history questionnaires
- Client records
- Correspondence to a range of health care professionals on client related matters
- Forms
- Letters
- Memoranda
- Minutes
- Telephone messages

Clinic guidelines may include:

- Accessing and updating files
- Cleanliness and hygiene
- Comply with local, state and federal legislation
- Correspondence format
- Emergency procedures
- Information specific to the practice
- Instructions
- Office practice manual
- WHS

RANGE STATEMENT

- Recording information
- Security, confidentiality and privacy procedures
- Telephone protocol

Clarification may be sought from:

- Clinic guidelines
- Designated person/s
- Dictionary of medical and/or other health care terminology
- Drug and prescription information sources/databases
- Practice specific texts
- Relevant handbook

Unit Sector(s)

Not Applicable

HLTCSD306C Respond effectively to difficult or challenging behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to respond effectively to difficult or challenging behaviour of clients and others

These skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties

Application of the Unit

Application

The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to difficult and challenging behaviour

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan response

- 1.1 Identify appropriate response to potential instances of *difficult or challenging behaviour* in line with work role and organisation policies and procedures
- 1.2 Ensure *planned responses* to difficult or challenging behaviour maximise the availability of other appropriate staff and resources
- 1.3 Give priority to safety of self and others in responding to difficult or challenging behaviour

2. Apply response

- 2.1 Ensure response to instances of difficult or challenging behaviour reflect organisation policies and procedures
- 2.2 Seek assistance as required
- 2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*
- 2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour
- 2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour

ELEMENT**PERFORMANCE CRITERIA**

3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities
	3.4 Seek advice and assistance from legitimate sources as and when appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client issues needing to be referred to an appropriate health professional
- OHS issues relating to difficult and challenging behaviour
- Organisation's reporting processes

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Effectively use techniques for monitoring own service area including client satisfaction
- Foresee and respond quickly and effectively to contingencies
- Identify when assistance is required
- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Maintain duty of care
- Maintain personal safety and the safety of others
- Monitor and/or maintain security equipment
- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
 - understand symbols used in OHS signs
 - read workplace safety pamphlets or procedure manuals and labels
 - use appropriate verbal and non verbal communication styles
 - ask questions
 - provide clear information
 - listen to and understand workplace instructions and clarify when necessary
 - apply literacy skills as required in English or a community language.
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
 - effectively utilise available resources
 - prioritise workload
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

RANGE STATEMENT

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Planned responses may be based on:

- Established organisation procedures
- Knowledge of individual persons and underlying causes
- Own ability and experience

Difficult or challenging behaviours may include:

- Aggression
- Confusion or other cognitive impairment
- Intoxication
- Intrusive behaviour
- Manipulation
- Noisiness
- Self-destructive
- Verbal offensiveness
- Wandering

Strategies for dealing with challenging behaviours may include:

- Diversional activities
- Following established emergency response procedures
- Referring to appropriate personnel eg supervisor, security officer

Selection of strategies for dealing with challenging behaviours may be based on:

- Established procedures and guidelines
- Potential effect on different parties, clients, staff and others
- The nature of the incident

Organisation policies and procedures may include:

- Debriefing of staff involved in incident
- Incident reporting and documentation
- Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour

Unit Sector(s)

Not Applicable

HLTHIR403C Work effectively with culturally diverse clients and co-workers

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Application

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

- Specific community
- Community or regional service
- Department of a large institution or organisation
- Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Reflect cultural awareness in <i>work practice</i>	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices 1.2 Use work practices that create a culturally and psychologically safe environment for all persons 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2. Accept <i>cultural diversity</i> as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients 2.2 Use specific <i>strategies to eliminate bias and discrimination</i> in the workplace 2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity
3. Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all <i>communication</i> with clients, families, staff and others 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and

ELEMENT**PERFORMANCE CRITERIA**

confidence

3.3 Where language barriers exist, make efforts to communicate in the most effective way possible

3.4 Seek assistance from interpreters or other persons as required

4. Resolve cross-cultural misunderstandings

4.1 Identify issues that may cause conflict

4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences

4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations

4.4 Address any difficulties with appropriate people and seek assistance when required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon

REQUIRED SKILLS AND KNOWLEDGE

- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- The role and use of language and cultural interpreters

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work practices may relate to:

- Dealing with persons of diverse gender, sexuality and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance
- Contact with families and carers
- Physical contact
- Care of deceased persons
- Handling personal belongings
- Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

Communication may be:

- Verbal
- Appropriate gestures and facial and physical expressions

RANGE STATEMENT

- Posture
- Written
- Signage
- Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

Unit Sector(s)

Not Applicable

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context

It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities

Application of the Unit

Application

The unit applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace and/or local community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices

- 1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery
- 1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery

2. Reflect an awareness of own and other cultural realities in work practices

- 2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients
- 2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers
- 2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace
- 2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context
- 2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others

ELEMENT

PERFORMANCE CRITERIA

3. Communicate effectively with Aboriginal and Torres Strait Islander people	3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers 3.2 Employ appropriate <i>communication strategies</i> to support a culturally safe environment for delivery of health services 3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services 3.4 Identify and utilise <i>resources to facilitate effective communication</i> within the workplace 3.5 Engage the services of Aboriginal and Torres Strait Islander <i>interpreters</i>, health workers and colleagues as cultural brokers as required to meet duty of care
4. Reflect cultural safety in workplace and professional relationships	4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety 4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients 4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate 4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur
5. Work in partnership with Aboriginal and Torres Strait Islander people and communities	5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery 5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice 5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes

ELEMENT

PERFORMANCE CRITERIA

5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities

5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people
- Knowledge of availability of interpreter resources
- Relevant legislation and policies, which may include:
 - codes of practice
 - commonwealth, and/or territory/state legislation
 - community standards and regulations
 - organisation's policies and practices
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander

REQUIRED SKILLS AND KNOWLEDGE

cultures

- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding of past and present power relations and its impact on the workplace and communities
- Understanding of racism and discrimination, and laws pertaining to these issues

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Advocate for anti racism
- Demonstrate respect for a person and their culture
- Form effective relationships with a person from another culture
- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Participate in identifying and implementing culturally safe work practices
- Reflect on actions and events to make and maintain cross cultural relationships
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Use cultural safety approaches

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed both on and off job
- In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities
- Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Products that are required as evidence include:

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
 - cultural differences

EVIDENCE GUIDE

- workplace communication
- workplace and professional relationships
- Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

Processes that are required as evidence include:

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
 - facilitate service delivery in a cross cultural context
 - facilitate effective communication within the workplace
 - promote effective partnerships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Cultural differences may include:*
- Interpersonal approach
 - Thinking/learning styles
 - Expectations
 - Responsibilities
 - Priority setting
 - Experience and working styles

RANGE STATEMENT

- Gender and kinship differences
 - Workplace induction program
 - General guidelines and standards for approaching specific tasks and issues
 - Develop understanding of own culture and history
 - Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues
 - Understanding similarities to identify common ground of cultural groups in the workplace
 - Contextualising given workplace
 - Code of practice at all levels of the organisation
- Strategies to accommodate cultural differences in the workplace may include:*
- People identified with appropriate cultural knowledge
 - Workplace design to accommodate cultural needs
 - Workplace policy
 - Reference groups
- Resources to facilitate effective service delivery in a cross cultural context may include:*
- Pre- and post-colonisation history
 - Legislation
 - Stolen generations
 - Deaths in custody
 - Health
 - Land Rights
 - Maralinga
 - Mabo
 - Religion
- Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to:*
- Common workplace strategies:
 - identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication
 - visual/iconic strategies - diagrams, tables, graphs, pictures
 - flow charts, video images
 - use of computer technology and other media
 - Strategies for individuals:
- Communication strategies to ensure safe service deliver may include:*

RANGE STATEMENT

- gestures and non-verbal techniques
- display of positive regard and respect
- non-judgemental approaches
- on going personal/interpersonal skill development
- forming partnerships with all cultural groups to achieve particular work goals
- monitoring and reflecting on own actions to ensure cultural values are not imposed on others

Resources to facilitate effective communication may include:

- Resources to support visual and iconic strategies
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues

Interpreters may be:

- Registered
- Other multilingual people not related to the person

Strategies for developing effective relationships may include:

- Negotiation of roles and responsibilities in the workplace
- Development, monitoring and review of culturally safe work practices
- Identification of and consultation with key contact people such as Aboriginal liaison officers
- Display empathy appropriately
- Be flexible
- Develop the capacity to take turns - stand back wait for your turn

Strategies to resolve difficulties may include:

- Negotiation of culturally appropriate guidelines
- Identification of appropriate mediators
- Negotiating a workplace code of practice

Strategies to increase participation in health service delivery may include:

- Consultation with community representatives
- Community participation in decision making processes at all levels

Culturally appropriate practices

- Strategies for providing a service for women's and

RANGE STATEMENT

may include:

men's health issues

- Allowances made for cultural obligations

Resources to promote effective partnerships may include:

- Formation of appropriate reference groups
- Policy/guidelines - memorandum of understanding
- Two way flow of information and resources

Work practices may include but are not limited to the following functions or be in the following settings:

- Hospital or other facility/services admission, entry and discharge processes
- Referral protocols
- Reception and enquiry services
- Diagnostic services
- Inpatient services
- Non-inpatient and community services
- Screening services
- Health promotion
- Public health
- Non-government or agency
- Urban, rural and remote community settings

Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:

- History of European/Aboriginal contact
- Loss of culture, land, identity and Indigenous law
- Loss of family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Lack of meaningful employment or occupation
- Lack of relevant health knowledge
- Food and nutrition
- Smoking
- Alcohol and substance abuse
- Mental stress
- Poor maternal health
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence
- Environmental health factors (housing, sewerage, water supply, hygiene)
- Late presentation, diagnosis and treatment

RANGE STATEMENT

Culturally appropriate work practices may recognise:

- Food customs
- Kin relationships
- Lifestyle preferences
- Gender
- Language preferences

Unit Sector(s)

Not Applicable

HLTIN301C Comply with infection control policies and procedures

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker

Application of the Unit

Application

This unit is applicable to workers who are responsible for following workplace procedures to maintain infection control

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Follow infection control guidelines

- 1.1 Demonstrate the application of *standard precautions* to prevent the spread of infection in accordance with organisation requirements
- 1.2 Demonstrate the application of *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection
- 1.3 *Minimise contamination* of materials, equipment and instruments by aerosols and splatter

2. Identify and respond to infection risks

- 2.1 Identify *infection risks* and implement an appropriate response within own role and responsibility
- 2.2 Document and report activities and tasks that put clients and/or other workers at risk
- 2.3 Respond appropriately to situations that pose an

ELEMENT**PERFORMANCE CRITERIA**

infection risk in accordance with the policies and procedures of the organisation

2.4 Follow *procedures for risk control* and risk containment for specific risks

2.5 Follow *protocols for care following exposure to blood or other body fluids* as required

2.6 Place appropriate signs when and where appropriate

2.7 Remove spills in accordance with the policies and procedures of the organisation

3. Maintain personal hygiene

3.1 Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination

3.2 Follow *handwashing procedures*

3.3 Implement *hand care* procedures

3.4 Cover cuts and abrasions with water-proof dressings and change as necessary

4. Use personal protective equipment

4.1 Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use

4.2 Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact

5. Limit contamination

5.1 Demarcate and maintain clean and contaminated zones in all aspects of health care work

5.2 Confine records, materials and medicaments to a well-designated *clean zone*

5.3 Confine contaminated instruments and equipment to a well-designated *contaminated zone*

6. Handle, package, label, store, transport and dispose of

6.1 Wear appropriate personal protective clothing and equipment in accordance with occupational health and

ELEMENT**PERFORMANCE CRITERIA**

clinical and other waste

safety policies and procedures when handling waste

6.2 Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified

6.3 Store clinical or related waste in an area that is accessible only to authorised persons

6.4 Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release

6.5 Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements

7. Clean environmental surfaces

7.1 Wear personal protective clothing and equipment during *cleaning procedures*

7.2 Remove all dust, dirt and physical debris from work surfaces

7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled

7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols

7.5 Dry all work surfaces before and after use

7.6 Replace surface covers where applicable

7.7 Maintain and store cleaning equipment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Additional precautions
- Aspects of infectious diseases including:
 - opportunistic organisms
 - pathogens
- Basic microbiology including:
 - bacteria and bacterial spores
 - fungi
 - viruses
- Clean and sterile techniques
- Disease transmission:
 - paths of transmission including direct contact, aerosols and penetrating injuries
 - risk of acquisition
 - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- Effective hand hygiene:
 - procedures for routine handwash
 - procedures for surgical handwash
 - when hands must be washed
- Good personal hygiene practice including hand care
- Identification and management of infectious risks in the workplace
- Organisation requirements relating to immunisation, where applicable
- Personal protective equipment:
 - guidelines for glove use
 - guidelines for wearing gowns and waterproof aprons
 - guidelines for wearing masks as required
 - guidelines for wearing protective glasses
- Standard precautions
- Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old

REQUIRED SKILLS AND KNOWLEDGE

- Surface cleaning:
 - cleaning procedures at the start and end of the day
 - managing a blood or body fluid spill
 - routine surface cleaning
- Sharps handling and disposal techniques
- The organisation's infection control policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently apply handwashing, personal hygiene and personal protection protocols
- Consistently apply clean and sterile techniques
- Consistently apply protocols to limit contamination

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply standard precautions:
 - consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate)
 - consistently follow the procedure for washing and drying hands
 - consistently limit contamination
 - consistently maintain clean surfaces and manage blood and body fluid spills
 - consistently protect materials, equipment and instruments from contamination until required for use
 - consistently put into practice clean and sterile techniques
 - consistently use personal protective equipment
- Apply additional precautions when standard precautions are not sufficient
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- Observation of workplace performance is preferred for assessment of this unit
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The assessee must demonstrate compliance with the organisation's infection control policy as it relates to specific job role
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Evidence of essential knowledge and understanding may be provided by:
 - traditional or online (computer-based) assessment
 - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play/simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and

EVIDENCE GUIDE

Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Standard precautions include:

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (eg. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

Additional precautions may include:

- Special ventilation requirements
- Additional use of personal protective equipment
- Dedicated equipment (eg. to each client or as appropriate to work function)
- Use of a special facility

Minimising contamination may include but is not limited to:

- Protecting materials, equipment and instruments from contamination until required for use
- Ensuring instruments used for invasive procedures are sterile at time of use

RANGE STATEMENT

	• Cleaning all environmental surfaces
<i>Infection risks may include but are not limited to</i>	• Sharps injury • Waste • Discarded sharps • Human waste and human tissues • Related waste • General waste • Inhalation of aerosols • Contact with blood and other body substances • Personal contact with infectious materials, substances and/or clients • Stock including food which has passed 'use-by' dates • Animals, insects and vermin
<i>Procedures for risk control may include but are not limited to:</i>	• Eliminating a hazardous process • Using personal protective equipment appropriately • Changing a system of work to reduce a hazard. • Isolating the hazard • Using protective devices to decrease exposure • Using safe handling techniques • Following infection control policies and procedures • Procedures to minimise the risk of exposure to blood and body fluids
<i>Protocols for care following exposure to blood or other body fluids may include but are not limited to:</i>	• Immediate care following: • A sharps injury • A splash of blood or other body fluids • Post exposure care • Record keeping and notification • Legal requirements for the notification of all work related occurrences of injury, disease or illness
<i>Hand hygiene procedures may include:</i>	• Routine handwash • Surgical handwash • Use of antiseptic wipes and alcohol based preparations in specific situations where waterless hand hygiene is acceptable

RANGE STATEMENT

Hand care may include but is not limited to:

- Suitable water-based hand creams that are registered on the Australian Register of Therapeutic Goods
- Using warm water for handwashing
- Drying hands thoroughly after handwashing
- Wearing heavy-duty utility gloves when handling irritant chemicals

Protective clothing and equipment may include but are not limited to :

- Gowns and waterproof aprons that comply with Australian/New Zealand standards
- Examination gloves and surgical gloves that comply with current Australian/New Zealand standards
- Glasses, goggles or face-shields
- Surgical face masks that comply with current Australian/New Zealand standards
- Footwear to protect from dropped sharps and other contaminated items
- Guidelines for latex allergic clients and staff

Clean zone includes but is not limited to:

- Storage areas for materials, medicaments, equipment
- Sterile storage areas
- Administration areas

Contaminated zone includes but is not limited to:

- Area used for items that have become contaminated during use
- Receiving area for contaminated instruments in the instrument reprocessing centre

Waste may include but is not limited to:

- Clinical waste:
 - discarded sharps
 - human tissues
 - laboratory waste
 - any other waste as specified by the workplace
- Related waste:
 - radiographic waste
 - chemical and amalgam waste
 - cytotoxic waste

RANGE STATEMENT

- pharmaceutical waste
- radioactive waste
- General waste

Disposal of waste requirements may include:

- Disposal in accordance with:
 - Environment Protection (Waste Management) Policy
 - Environment Protection (Waste Management) Regulations
 - Australian and New Zealand standards
 - Organisation policies and procedures

Cleaning procedures include but are not limited to

- Damp dusting benches, equipment and shelving
- Maintaining the interior of drawers and cupboards in a clean and tidy state
- Cleaning floors daily using a mop and water and detergent
- Storing cleaning equipment clean and dry
- Managing the removal of a small blood or body fluid spill

Unit Sector(s)

Not Applicable

HLTIN402C Maintain infection control standards in office practice settings

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required of health care workers in office practice settings to comply with infection control regulations, standards, guidelines, policy and procedures and to identify, manage and control infection risks to clients, clients, themselves and other health care workers

Application of the Unit

Application

Elements 5 and 6 may not apply to an office practice that is not required to undertake sterilising in accordance with regulations, standards and guidelines

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices relating to specific workplace instruments and equipment in line with individual workplace policies and procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Implement and maintain infection control practices and infection risk containment measures	1.1 Implement infection control regulations, standards and guidelines, and <i>organisation policy</i> and procedures as required
	1.2 Use standard and additional precautions for all client contact as required
	1.3 Identify <i>workplace infection control risks</i>
	1.4 Manage and control workplace infection control risks
2. Monitor and maintain cleanliness of environment	2.1 Regularly clean office practice work environment according to a pre-determined schedule
	2.2 Clean spills immediately in accordance with organisation policy and procedures
	2.3 Remove contaminated substances and appliances from treatment area following treatment of each client
	2.4 Clean and dry work surfaces after each treatment session/procedure, or when soiled
	2.5 Use appropriate <i>cleaning agents</i>
	2.6 Dry and store cleaning equipment

ELEMENT**PERFORMANCE CRITERIA****3. Maintain personal protection**

- 3.1 Select *personal protective equipment* according to the nature of treatment/procedure to be undertaken and the infection control risks involved
- 3.2 Use personal protective equipment correctly
- 3.3 Cover open cuts and abrasions by waterproofed dressings
- 3.4 Handle sharps with care and immediately dispose of them in accordance with regulations, standards and guidelines for infection control and clinical waste management

4. Undertake infection control measures during procedures and treatments

- 4.1 Clean and tidy work area
- 4.2 Correctly follow hand washing procedures
- 4.3 Assemble all items required prior to procedure or treatment
- 4.4 Provide clean, single use, disposable covering material or clean linen and change between clients or procedures
- 4.5 Ensure instruments and articles not intended to penetrate skin, but for use on clients during procedures, are thoroughly cleaned or disinfected as appropriate, and dried before use and after each use
- 4.6 Ensure instruments, equipment or other items, to be introduced into sterile tissue or for contact with intact mucus membranes, are sterile at the time of use as required by regulations, standards and guidelines
- 4.7 Follow aseptic techniques and procedures where appropriate
- 4.8 Use personal protective equipment
- 4.9 Follow appropriate skin preparation procedures to minimise risk of disease transmission
- 4.10 Use sterile drapes for sterile procedures
- 4.11 Maintain integrity of operating field
- 4.12 Immediately dispose of single-use items in appropriate containers
- 4.13 Place waste in appropriate receptacles in accordance with legislative requirements

ELEMENT**PERFORMANCE CRITERIA**

- 4.14 Place soiled linen and protective clothing in a suitable receptacle
- 4.15 Clean work area after use
- 4.16 Remove items contaminated or potentially contaminated with blood, body fluids, mucosa or tissue for cleaning and sterilisation
- 5. Clean and sterilise instruments, equipment and implantable items
 - 5.1 Thoroughly clean or decontaminate instruments, equipment and implantable items immediately after use, and prior to sterilising
 - 5.2 Choose appropriate sterilising method
 - 5.3 Ensure work flows in one direction only from dirty zone to clean zone
 - 5.4 Wrap/package instruments, equipment and implantable items as required prior to sterilisation
 - 5.5 Configure load to ensure effective sterilisation and safe handling
 - 5.6 Follow sterilisation operating procedures in correct sequence and duration according to manufacturer's instructions and relevant Australian standards
 - 5.7 Follow validation processes in accordance with Australian standards
 - 5.8 Activate appropriate sterilization method and cycle
 - 5.9 Follow loading and unloading procedures for sterilisers
 - 5.10 Remove contents of steriliser immediately on completion of cycle and check to ensure specified performance criteria have been met
 - 5.11 Follow product traceability guidelines
 - 5.12 Monitor sterilising cycle and record details as specified in current Australian standard/s
 - 5.13 Observe safety precautions to ensure pressure sterilisers function safely
 - 5.14 Store and handle sterilised items to maintain integrity of packs and to prevent contamination from any source
 - 5.15 Dispose of damaged items safely

ELEMENT**PERFORMANCE CRITERIA**

6. Maintain sterilizer equipment	6.1 Clean and maintain sterilisers as per manufacturer's specifications and as specified in current Australian standard/s
	6.2 Conduct and document regular monitoring, validation and calibration of sterilisers
	6.3 Follow and document regular maintenance program
	6.4 Recognise and report steriliser operation faults and incidents and take corrective action
7. Maintain awareness of implications of premises layout and maintenance for control of infection risks	7.1 Arrange premises layout, equipment location, ventilation and movement of people to minimise risk of transmission of infection
	7.2 Design surfaces, fixtures and fittings to allow easy cleaning and discourage accumulation of moisture and soil
	7.3 Configure work areas to ensure separation of sterile, clean and dirty instruments, equipment and linen
	7.4 Ensure hand washing basins, hand cleaning agents and hand drying materials are appropriately located for easy access
	7.5 Ensure cleaning areas are separated from treatment/procedure area
	7.6 Ensure clean and dirty storage areas are physically separated
	7.7 Clean storage areas regularly and ensure they are free of moisture
8. Comply with infection control regulations and standards, and related legal obligations	8.1 Maintain appropriate registration or licensing of premises or practice
	8.2 Comply with occupational health and safety laws
	8.3 Comply with laws relating to profession or occupation
	8.4 Obtain client consent to treatment
	8.5 Comply with infection control regulations,

ELEMENT**PERFORMANCE CRITERIA**

standards and guidelines

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Aetiology of infection
- Cleaning and disinfection procedures
- Impact of premises layout and workflow on infection control risks
- Knowledge of reference documents relating to infection control regulations, guidelines, Australian standards and organisation policy and procedure relevant to the office practice and the health care worker's role
- Legal responsibilities in relation to infection control, sterilising, registration or licensing of business, conduct of profession or occupation, and maintenance of premises relevant to the office practice and the health care worker's role
- Principles of risk management in relation to infection control
- Procedures and practices that support infection control measures and prevent transmission of infection
- Procedures for notification and response to needlestick or sharps injury
- Procedures for responding to spills
- Sources of infection and means of transmission
- Standard and additional precautions as defined by the national health and medical research council (NHMRC) or other authoritative resource

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Apply contemporary work practices and standards for infection control within work area
- Apply standard and additional precautions
- Apply cleaning, disinfection and sterilising techniques and procedures where appropriate

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply AS 4815 and AS 4187 where applicable to office practice and health care worker's role
- Apply cleaning, disinfection and sterilizing procedures for instruments, equipment and implantable items where appropriate to office practice and health care worker's role
- Apply risk management principles to infection control risks in particular work area
- Apply skin preparation procedures
- Apply standard and additional precautions
- Correctly and safely use personal protective equipment
- Operate steriliser, including:
 - calibration and
 - documentation requirements if appropriate to office practice and health care worker's role
 - loading
 - monitoring
 - packaging of items
 - validation
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use aseptic techniques if appropriate to office practice and health care worker's role
- Use cleaning procedures, including selection, safe use and storage of cleaning agents
- Use correct waste segregation and disposal practices

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment • The individual being assessed must provide evidence

EVIDENCE GUIDE

and evidence required to demonstrate this competency unit:

- of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of Elements 5 and 6 will not apply to an office practice that is not required to undertake sterilising in accordance with regulations, standards and guidelines
- A diversity of assessment tasks is essential for holistic assessment
- Assessment may be conducted on more than one occasion to cover a variety of situations
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

Resource requirements include access to:

- Applicable Regulations, standards and Guidelines
- Applicable State and Territory Health Laws and Regulations
- National Health and Medical Research Council Guidelines for Infection Control
- Various state and territory government standards and guidelines
- Australian standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items
- Infection Control Guidelines published by applicable professional associations
- Policy and procedure manuals of the office practice
- Manufacturer's recommendations and operating manuals for the office practice steriliser
- Duty statements and/or job descriptions

Method of assessment

- Observation in the workplace is essential
- Evidence of essential knowledge and understanding may be provided by:
 - traditional or online (computer-based) assessment
 - Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

EVIDENCE GUIDE

- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play/simulation

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Office practice settings may include:

- General practitioner rooms
- Dental prosthetic clinics
- Dental laboratories
- Specialists consulting rooms/clinics
- Clinics or rooms where skin penetration procedures are undertaken (e.g. Tattooists, body piercers, beauty therapists)

RANGE STATEMENT

- Physiotherapy or chiropractic rooms
- Sports medicine clinics

Health care workers may include:

- Professionals, practitioners, staff and contract workers in office practice settings
- Owners and operators of office practices

Regulations, standards and guidelines may include:

- Various applicable state and territory health laws and regulations
- National Health and Medical Research Council Guidelines for Infection Control
- Various State and Territory standards and Guidelines
- Australian standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items; and in particular AS 4815 and AS 4187
- Infection Control Guidelines published by Professional Associations
- Relevant industry codes of practice
- Policy and procedure manuals of the office practice
- Manufacturer's recommendations and operating manuals
- Standard and Additional Precautions are as defined in National Health and Medical Research Council Guidelines for Infection Control or other authoritative resource document

Organisation policy and procedure may relate to:

- Methods of handwashing (routine and surgical)
- Personal protective equipment
- The setting up of the treatment area in preparation for a client/ visit
- The defined areas of contamination that require protective barriers and cleaning between clients
- Change-over procedures between clients
- Management of blood or body fluid spills
- Notification and response to sharps injuries
- Handling and disposal of sharps
- Waste segregation, disposal and management
- Management of blood/body fluid exposure
- Procedures for the containment and cleaning of spills
- Processing of reusable items - cleaning, packaging,

RANGE STATEMENT

sterilisation, disinfection,

- Storage
- Processing of radiographs
- Quality control mechanisms, including documentation of maintenance and monitoring programs for equipment
- Staff immunisation requirements
- Single-use items
- Solo operators (those professionals that do not have access to assistants during direct client contact)
- Continuing education
- Recording of information during client treatment
- Use of computers and computer-run equipment during client treatment
- Management of water lines which have direct client contact

Workplace infection control risks may include:

- Sharps
- Waste
- Human waste and human tissue
- Body fluids
- Spills
- Personal contact with infectious clients
- Wet areas
- Stagnant water
- Stock, including sterile packs or food which has passed 'used-by' dates
- Chemicals
- Animals, insects and vermin
- Incorrect concentration of disinfectants

Cleaning agents may include:

- Cleaning chemicals
- Disinfectants

Personal protective equipment may include:

- Gloves
- Eye and/or facial protection
- Masks
- Gowns and aprons
- Footwear

RANGE STATEMENT

- Safe needle handling systems

Waste may include:

- Clinical and contaminated waste
- General waste
- Heavy metals
- Sharps
- Chemicals
- Radiographic solutions
- Amalgam
- Hazardous substances

Disinfection may be:

- Thermal disinfection
- Chemical disinfection

Unit Sector(s)

Not Applicable

HLTSL408D Perform home based assessments for sleep studies

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTSL408C Perform home based assessments for sleep studies	HLTSL408D - Perform home based assessments for sleep studies	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to perform home based assessments as an adjunct to sleep studies and to assist in the provision of a report for diagnostic purposes

Application of the Unit

Application

Work will be performed within a prescribed range of functions involving routine and non-routine methods and procedures which require the exercise of some discretion and judgement

These procedures are commonly conducted by hospital based sleep units, private consultancy rooms, and day procedure centres

All activities are carried out in accordance with organisation policies, procedures and infection control guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare <i>client</i> for <i>procedure</i>	1.1 Verify request for procedure verified 1.2 Review client's medical records and action relevant results as required 1.3 Review client's pathology results and action as required 1.4 Reassure client, explain procedure and obtain client consent/agreement as required 1.5 Provide opportunities for client ask questions and discuss areas of concern 1.6 Instruct client on the use of the equipment
2. Prepare <i>equipment and materials</i> for procedure	2.1 Ensure equipment and materials selected are clean and in working order 2.2 Perform required equipment calibrations 2.3 Complete documentation at commencement of

ELEMENT**PERFORMANCE CRITERIA**

procedure in accordance with organisation policies and procedures

3. Complete overnight procedure

- 3.1 Terminate recording
- 3.2 Remove EEG leads and electrodes from client and wash paste/gel off
- 3.3 Provide client with assistance as required, on completion of the procedure
- 3.4 Ascertain and document client's assessment of their sleep quality
- 3.5 Provide reassurance to client
- 3.6 Confirm timely follow up with referring doctor for results
- 3.7 Clean, disinfect and store equipment according to organisation policy and procedure, infection control guidelines and manufacturer's instructions
- 3.8 Re stock equipment and materials
- 3.9 Clean and restore environment

4. Restore equipment

- 4.1 Store leads are stored in accordance with manufacturer's guidelines
- 4.2 Dispose of disposable electrodes and other materials in accordance with waste management procedures, taking into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- 4.3 Re stock equipment and materials

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do

the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Anatomy and physiology relevant for home based assessments and their relevance to sleep studies
- Basic electrical knowledge and electrical safety requirements
- Causes of the common trace interference and the appropriate remedies
- Confidentiality requirements of client information
- General knowledge of infection control principles and their application
- Identify artefacts and their source
- Recognise normal results relating to home based assessments
- Routine maintenance policy and procedures for equipment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of boundaries of responsibilities and refer problems to supervisor or other appropriate health professional
- Communicate effectively with clients/carers in relation to the procedure and manage clients' anxiety level
- Comply with policies and procedures including those of WHS and infection control
- Demonstrate all steps that must be taken to ensure equipment is safe and functioning correctly
- Identify and manage all forms of interference with trace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate with people from diverse cultural and linguistic backgrounds
- Correctly operate home based assessment equipment
- Deal with conflict
- Demonstrate basic cardiopulmonary resuscitation
- Identify a home based assessment that is unsatisfactory for diagnostic purposes
- Manage the known common interferences in the production of a home based assessment
- Produce a home based assessment relevant to sleep studies satisfactory for diagnostic purposes
- Solve problems including an ability to use available resources
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations, recording stock levels and statistical information
- Use oral communication skills required to fulfil job roles in a safe manner and as

specified by the organisation, including skills in:

- asking questions
- providing clear information
- listening to and understanding workplace instructions
- clarifying workplace instructions when necessary
- effective verbal and non verbal communication with a range of internal and external persons
- literacy in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation at a level of skill that involves reading and documenting clinical information and understanding complex policy and procedure manuals
- Work with others and display empathy with client and relatives

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Context of and specific resources for assessment:

- Relevant organisation policy, guidelines, procedures and protocols

Method of assessment:

- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.

- Observation of work activities when performing home based assessments for sleep studies
- Observation of simulation and/or role play when performing home based assessments for sleep studies
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Questioning, written assessments/projects, e-learning can be used to assess knowledge
- Authenticated reports of experience in performing home based assessments for sleep studies (Documentation associated with performance reviews, supervisor/co-ordinator evaluations of work performance)
- Training records associated with First Aid, OH Safety training, Orientation/Induction Training, Safe Manual Handling, Universal infection control procedures
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit should be assessed in conjunction with the following related units:

- HLTSL401D Prepare environment to perform sleep studies
- HLTSL402D Prepare client for sleep study procedure
- HLTSL403D Perform diagnostic sleep study

Holistic assessment practice with other health services units of competency is encouraged

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Infants
- Children
- Adolescents
- Adults
- Elderly

Procedure may include:

- Overnight oximetry
- Actigraphy
- Home based polysomnography

Relevant results may include:

- Polysomnographic (PSG) recording
- Oxygen saturation
- Body movements
- Other results relevant for sleep studies

Action in response to client's pathology results may include:

- Action taken in response physician's request

Equipment and materials may include:

- Oximeter
- Actigraph

RANGE STATEMENT

- Home based monitors
- Post-procedure questionnaire may include:*
- Sleep diary
 - Sleep quality
- Report **must** include:*
- Oximetry: Saturation parameters (Baseline, mean, maximum, minimum, percentage below 90%, variability, time versus saturation graph)
 - Activity: Daily graphical activity report
 - Home sleep study may include full polysomnography or be limited to oxygen saturation parameters and respiratory disturbance parameters (RDI)

Unit Sector(s)

Not Applicable

SFIDIST202C Retail fresh, frozen and live seafood

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves setting up, serving from and packing up a retail display of fresh, frozen and live seafood (units specific for holding live aquatic animals can be selected from aquaculture stream). This involves assessing seafood freshness, demonstrating skill in putting together a display that attracts customers but ensures that the product is at the correct temperature without any cross-contamination, and serving customers. This unit does not deal with generic skills (non-seafood) that are required for retailing. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to any outlet, including supermarkets that retail fresh, frozen and live seafood to the public. All enterprise or workplace procedures and activities are carried out according to <i>relevant government regulations, licensing and other compliance requirements, including occupational health and safety (OHS) guidelines and food safety and hygiene regulations and procedures and ecologically sustainable development principles (ESD)</i>. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate <i>personal protective equipment (PPE)</i> is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Set up display	1.1. Appropriate <i>PPE</i> is worn. 1.2. Seafood is taken from chiller, assessed for freshness and suitability, and prepared for retail display. 1.3. <i>Product</i> identified as unsuitable is set aside for

ELEMENT	PERFORMANCE CRITERIA
	disposal. 1.4. Temperature of product in retail display is checked to ensure conformity with food regulations. 1.5. Display is checked to ensure that no cross-contamination occurs between raw and cooked products. 1.6. Price tickets are prepared to show the correct name and price and are clean before being placed on the display. 1.7. Live product is placed in tanks, and water quality monitored and maintained to set requirements of the species.
2. Maintain display	2.1. Product temperature is monitored to ensure that it is within the required range. 2.2. Fresh product is kept moist and attractive. 2.3. Ice and water used on fresh product is potable according to food regulations. 2.4. Display is checked and adjusted, if necessary. 2.5. Display of frozen product is checked to ensure that all products are within its use-by-date and is placed below the freezer unit's load line, according to manufacturer instructions. 2.6. Live product display tanks are checked to ensure all dead and dying fish are removed, and water quality is appropriate for the species. 2.7. Faults in refrigeration, tank and other equipment, are reported to the appropriate person.
3. Serve customers	3.1. Product knowledge is demonstrated in all communications with customer, in regard to shelf life and suggested cooking methods. 3.2. Product is trimmed, skinned or scaled to order. 3.3. Product is handled, weighed, wrapped and packaged.
4. Pack up and clean up	4.1. Product is removed from retail display and freshness and suitability for sale is assessed, and unsuitable product disposed of. 4.2. Price tags are removed and cleaned. 4.3. The empty retail display and fresh product preparation areas are cleaned to ensure food regulations are met. 4.4. Live tank displays are cleaned to maintain water quality

ELEMENT	PERFORMANCE CRITERIA
	4.5. Stocktake of fresh, live and frozen product is undertaken. 4.6. Use-by-dates on packaged fresh and frozen product are checked and out-of-date product disposed of. 4.7. Product is placed in chiller and freezer storage rooms in appropriate areas. 4.8. Product held overnight in chillers is re-iced, as necessary. 4.9. Identification and traceability of unpackaged fresh and live product is maintained. 4.10. Refrigerated storage rooms are cleaned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- assessing seafood freshness and suitability for retail display
- cleaning the workplace and using cleaning chemicals safely
- handling, wrapping and packaging of seafood
- maintaining the temperature of seafood
- providing information on shelf life and cooking methods for seafood products to customers
- receiving orders from customer in a courteous and knowledgeable manner.

Literacy skills used for:

- completing stocktake forms
- identifying and tracing product
- interpreting and writing price, correct fish name and country of origin on tickets or labels
- interpreting enterprise procedures
- learning about seafood products sold from retail outlet
- recording customer orders when taken face to face or by telephone.

Numeracy skills used for:

REQUIRED SKILLS AND KNOWLEDGE

- accurately interpreting a thermometer
- calculating extensions of weight and price to give the correct price of the product
- calculating total of invoice
- counting product for stocktake purposes
- reading and interpreting electronic and mechanical scales.

Required knowledge

- enterprise procedures
- hygienic handling of cooked and raw seafood
- suitability of different cooking methods, such as grilling, baking, barbequing, deep frying and steaming for species sold
- storage requirements for seafood product.

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment**Critical aspects for assessment evidence required to demonstrate competence in this unit**

Assessment must confirm the ability to:

- comply with enterprise procedures and food regulations
- identify suitable product
- set up, maintain, pack and serve from retail display courteously and knowledgeably so that customer's needs are met.

Assessment must confirm knowledge of:

- common fish defects, diseases and parasites
- degree of freshness and spoilage for a particular species/product, such as sashimi
- food regulations for the preparation and display of product
- species harvest or fishing area, seasonality and cooking methods

EVIDENCE GUIDE	
	species identification.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. The setting up and maintaining of a retail display must have at least one (1) sample of each of the following seafood: - fresh fish - raw and cooked crustaceans - opened oysters. Product knowledge must address at least four (4) common fish species, two (2) common crustaceans and two (2) common molluscs. Resources for assessment may include: - packaging materials - range of retail outlets for site visits - refrigerated storage rooms - seafood cleaning and filleting facility - seafood products - temperature measuring devices.
Method of assessment	The following assessment methods are suggested: - demonstrating customer service, including product knowledge through actual or simulated work activities - demonstrating correct use of electronic scales and packaging of purchased seafood - project involving the setting up and maintaining of a seafood retail display - written or oral short-answer tests.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant government regulations, licensing and other compliance requirements may include:

- biosecurity, translocation and quarantine
- Australian Quarantine Inspection Service (AQIS) and other import requirements
- business or workplace operations, policies and practices
- correct marketing names and labelling
- ESD principles, environmental hazard identification, risk assessment and control
- fisheries or aquaculture regulations, permits and licences
- food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
- health and welfare of aquatic animals
- OHS hazard identification, risk assessment and control.

OHS guidelines may include:

- appropriate workplace provision of first aid kits and fire extinguishers
- clean, uncluttered, hygienic workplace
- codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector
- enterprise-specific OHS procedures, policies or standards
- hazard and risk assessment of workplace, maintenance activities and control measures
- induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner
- OHS training register
- safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances
- safe systems and procedures for work,

RANGE STATEMENT	
	including fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance, of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
<i>Food safety and hygiene regulations and procedures</i> may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
<i>ESD principles</i> may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use

RANGE STATEMENT	
	• reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves • insulated protective clothing for freezers or chillers and refrigeration units • non-slip or other safety footwear • protective hair, beard and boot covers • uniforms or overalls.
Product may include:	• cleaned crabs • crustacean species • fish cutlets • fish fillets • fish species • fish - gilled, gutted and butterfly-cut • headed prawns • headed, peeled and de-veined prawns • molluscan species • slice sashimi • split lobsters • squid/octopus cleaned.
Equipment may include:	• cleaning chemicals • cleaning equipment • display trays, thongs and nets • fish boxes • fish tubs • ice machines for potable ice • knives and sharpening stone/steel • live fish tanks • price tickets • refrigerated display units • scales (electronic and mechanical) • thermometers or other temperature measuring devices.
Product knowledge may include:	• assessment of spoilage, defects and parasites • cooking methods, such as grilling, barbecuing, baking, steaming and deep frying • correct marketing name

RANGE STATEMENT

	• handling, wrapping and packaging • harvest or fishing area • legal length • potential food safety hazards • presentation of product • prohibited species • seasonality • shelf life of fresh or frozen product • water quality requirements for live animals • state and territory food regulations.

Unit Sector(s)

Unit sector	Seafood sales and distribution

Co-requisite units

Co-requisite units		

Competency field

Competency field	

SIBBFAS201A Demonstrate retail skin care products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to cleanse skin and apply skin care products for the purpose of retail cosmetic sales.

The unit describes the function of identifying the client's skin type and selecting and applying appropriate personal skin care products in a retail environment. It includes skin cleansing, product application and demonstration. The operator provides product advice in order to assist the customer in making a decision to purchase a product or products from a retail skin care range.

The unit involves the performance of a known procedure where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Application of the Unit

This unit applies to a retail skin products area, which may be located in a beauty salon, spa, or other retail store. It is applicable as a discrete service or as part of a treatment plan.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for skin cleansing.	1.1 Prepare service area, <i>client</i> and self according to <i>relevant legislation and codes</i> and <i>workplace policies and procedures</i>. 1.2 Identify and note <i>contraindications</i> and advise client accordingly. 1.3 Identify client's <i>skin type</i> and <i>skin condition</i> according to manufacturer product manual.
2 Cleanse face.	2.1 Identify suitable <i>cleansing products</i> for client skin type and for different areas of the face. 2.2 Apply cleansing products in a prescribed sequence according to relevant legislation, workplace policies and procedures and manufacturer instructions. 2.3 Thoroughly cleanse client's skin and remove all make-up.
3 Apply skin care products.	3.1 Identify, select and demonstrate skin care products suitable for identified skin types. 3.2 Apply and remove products in sequence according to manufacturers' product instructions, relevant legislation and workplace policies and procedures. 3.3 Safely dispose of treatment waste to minimise negative environmental impacts according to workplace procedures. 3.4 Evaluate results against client expectations and specified outcomes.
4 Advise on further product use.	4.1 Advise client regarding suitable home-care products and treatments from the product range. 4.2 Explain product use and demonstrate application as required. 4.3 Explain possible product reactions to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
 - apply skin care products for the following skin types:
 - normal
 - dry
 - oily
 - combination
 - respond to contraindications and adverse effects
 - recognise the physical appearance of:
 - various skin types
 - normal skin
 - minor skin blemishes
 - inflammation arising from skin care products
- literacy skills to research and comprehend manufacturers' product information
- communication skills to provide product and application advice, along with information regarding possible product reactions to clients
- numeracy skills to:
 - select and demonstrate appropriate product quantities
 - time services according to client and workplace requirements.

Required knowledge

The following knowledge must be assessed as part of this unit:

- provision of relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to selecting and applying skin care products
- anatomy and physiology of the skin as they relate to skin care products, including a simplified cross-section of the skin
- appearance of contraindications and adverse effects
- workplace product range and manufacturer instructions and data sheets
- effects and benefits of a defined range of skin care products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence

Evidence of the following is essential:

required to demonstrate competency in this unit

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients
- identifying client skin types and requirements
- recognising and managing contraindications and adverse effects
- reading, interpreting and applying manufacturer instructions
- preparing the face and performing a face cleansing procedure
- advising on and demonstrating product use, home-care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a simulated environment, which includes as a minimum:
 - retail display area
 - a retail skin care range
- relevant workplace documentation including:
 - product instructions
 - manufacturer safety data sheets
 - workplace policies and procedures manuals
- a range of clients with different skin care requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range

of contingencies, including:

- preparing the face and performing a face cleansing procedure
- applying retail skin care products from workplace range, selected according to the client's skin type and condition
- advising on home-care products
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of retail skin care products and relevant legislation and policy
- completion of workplace documentation relevant to the demonstration of retail skin care products
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace product range and manufacturer

instructions and product manuals

- workplace time frame allocated for service
- environmental protection practices, such as:
 - waste minimisation
 - recycling
 - reuse
 - energy efficiency, e.g. electricity saving devices and practices
 - waste disposal
 - resource management
 - water efficiency.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- lice
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis
- other visible non-normal skin.

Skin type may include:

- normal
- dry
- oily
- combination.

Skin condition may include:

- sensitive
- dehydrated
- damaged
- mature
- acne.

Cleansing products must include:

- cleansers
- toners
- moisturisers
- masks
- exfoliants
- remedial products.

Unit Sector(s)

Beauty

Competency Field

Facial Services

SIBBSKS201A Pierce ears

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess client requirements and pierce ear lobes for ornamentation.

Piercing to other parts of the upper body is described in SIBBSKS505A Provide upper body piercing.

Application of the Unit

This unit describes a regular service area in the beauty industry and it applies to the full range of industry environments. The beauty business could be a beauty salon, spa, or retail beauty products environment.

The service is provided in response to a customer brief to pierce an area or multiple areas on one or both ear lobes.

The unit applies to beauty operators performing a prescribed range of functions, involving known routines and procedures. It involves some accountability for the quality of outcomes.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for service.	1.1 Prepare service area, operator, <i>client</i> and <i>equipment</i> according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>. 1.2 Evaluate client needs and characteristics to enable advice and recommendations for an ear piercing service. 1.3 Complete parental consent form if client is under-age. 1.4 Confirm a suitable selection of studs according to client requirements. 1.5 Identify and explain <i>contraindications</i> and refer client to an <i>appropriate professional</i> where required. 1.6 Identify and note areas of the ear requiring special treatment.
2 Perform ear piercing.	2.1 Prepare earrings, load stud gun, and apply studs according to relevant legislation, manufacturer instructions and workplace policies and procedures. 2.2 Identify and manage <i>adverse effects</i> according to workplace policies and procedures. 2.3 Apply infection control and skin penetration procedures according to relevant legislation and workplace policies and procedures. 2.4 Match earring placement to location agreed with client. 2.5 Clean equipment and service area and dispose of piercing equipment according to relevant legislation and workplace policies and procedures.
3 Review treatment and provide post-treatment advice.	3.1 Obtain client feedback and record relevant outcomes of treatment. 3.2 Provide <i>home-care advice</i> according to workplace procedures and client needs. 3.3 Make <i>product recommendations</i> according to client requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
 - identify client requirements and recommend an ear piercing service
 - respond to questions and provide information and reassurance to client throughout the service
- technical skills to:
 - use ear piercing equipment safely
 - apply ear piercing services according to workplace procedures and manufacturer instructions
 - apply infection control and universal precautions
 - respond to contraindications and adverse effects
- literacy skills to read and apply product information and safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations, requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of contraindications and adverse effects
- workplace policies and procedures in regard to performing ear piercing services
- ear piercing procedures, including:
 - preparation of service area
 - preparation of products and equipment
 - preparation of client
 - application of studs
 - cleaning and disposing of products and equipment
 - post-treatment procedures
 - procedures for consent forms
 - after-care and home-care advice to clients
- workplace product range and manufacturer instructions or safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of the transmission routes of infectious conditions, and skill in the application of standard infection control precautions
- consulting with clients and agreeing on selection and placement of earrings
- obtaining parental consent where applicable
- recognising and managing contraindications and adverse effects
- selecting, preparing, using and disposing of and cleaning ear piercing equipment according to state or territory Acts and local government regulations, manufacturer instructions and workplace policies and procedures
- evaluating the outcomes of an ear piercing service and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor, as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped ear piercing area, which includes as a minimum:
 - an adjustable client chair
 - professional ear piercing guns
 - a range of studs appropriate to the ear piercing guns
 - a range of antiseptic and home-care products
- appropriate cleaning and disinfection products and equipment that comply with local health regulations and requirements
- relevant workplace documentation including:

- manufacturer's equipment instructions
- product instructions
- manufacturer safety data sheets
- workplace policies and procedures manuals.
- a range of clients with different ear piercing requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
 - questioning of client to enable advice and appropriate recommendation for ear piercing service
 - cleaning and disposing of piercing equipment according to legislative requirements and workplace policies and procedures
 - providing post-treatment advice according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing ear piercing services to clients, including post-treatment advice and relevant legislation
- completion of workplace documentation relevant to the provision of ear piercing services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Clients** may include:
- clients with routine or special needs
 - male or female clients
 - people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
- Equipment** may include:
- stud gun
 - autoclave.
- Relevant legislation** must include:
- state and territory Acts relating to skin penetration services
 - local government regulations relating to skin penetration services.
- Workplace policies and procedures** may include:
- health and hygiene
 - environmental protection practices, such as:
 - safe disposal of sharps and other treatment waste
 - waste minimisation
 - resource management
 - water efficiency
 - designated time frame for service.
- Contraindications** may include:
- bacterial, viral or fungal infections
 - rashes
 - sunburn
 - scar tissue and lesions
 - other visible non-normal skin
 - hypertrophic and keloid scarring tendency.
- Appropriate professional** may include:
- medical practitioner
 - complementary therapist.
- Adverse effects** may include:
- inflammation
 - infections of the ear lobe.
- Home-care advice** must include:
- care and maintenance procedures for recently pierced ears
 - care and maintenance procedures for earrings.
- Product recommendations** may include:
- antiseptic
 - remedial products.

Unit Sector(s)

Beauty

Competency Field

Skin Services

SIBXFAS201A Design and apply make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply suitable facial make-up to meet client requirements.

Application of the Unit

This unit describes the function of performing a make-up service. The make-up is designed in response to a facial analysis and client brief. It could be a regular service, product demonstration or make-up for a special occasion.

The unit applies to beauty operators in beauty salons, retail cosmetic outlets and a range of other locations. It involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Prepare client.	1.1 Gown and prepare <i>client</i> for service according to <i>workplace procedures</i> . 1.2 Identify and explain <i>contraindications</i> to client and refer to an <i>appropriate professional</i> where required. 1.3 Assess client's <i>skin type and condition</i> to determine appropriate product application techniques.
2 Cleanse face.	2.1 Identify suitable <i>cleansing products</i> for client's skin type and different areas of the face and neck. 2.2 Thoroughly cleanse client's skin on face and neck area.
3 Analyse face and design make-up plan.	3.1 Assess the facial shape and area to determine correct product application. 3.2 Identify and explain facial areas requiring corrective or camouflage make-up to the client. 3.3 Identify and design a suitable image for a <i>context or occasion</i> . 3.4 Apply <i>colour design principles</i> according to client requirements. 3.5 Design a <i>make-up plan</i> and confirm with client.
4 Select products and equipment.	4.1 Select suitable <i>make-up products</i> and confirm with client. 4.2 Select <i>tools and equipment</i> according to manufacturer recommendations and make-up plan.
5 Apply make-up.	5.1 Apply products, tools and equipment safely and sequentially according to make-up plan and manufacturer recommendations. 5.2 Explain procedures and products to client during each stage of the application. 5.3 Evaluate make-up application against client expectation and agreed make-up plan.
6 Apply false eyelashes.	6.1 Perform and evaluate a patch test to determine <i>adverse effects</i> , including reactions to products. 6.2 Apply adhesive materials and false eyelashes safely and sequentially avoiding contact with the eye surface and according to manufacturer recommendations and workplace policies and procedures. 6.3 Evaluate the result against client's expectations and the agreed treatment plan.
7 Advise on further product use.	7.1 Advise client of suitable skin care and make-up products and make-up techniques to maintain self-application and the desired image. 7.2 Clearly explain products, tools and equipment and demonstrate

application as required.

7.3 Explain possible contraindications and adverse effects to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
 - respond to contraindications and adverse effects
 - analyse client's face and requirements and design a make-up plan based on:
 - facial shape
 - colour analysis
 - skin types and conditions
 - facial areas requiring camouflage or correction
 - context for the make-up service
 - apply a range of cleansing and make-up products
 - apply false eyelashes
- literacy skills to:
 - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
 - develop make-up plans and record service outcomes
- numeracy skills to manage product quantities and service times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of common skin types and conditions, including:
 - normal, dry, oily or combination
 - sensitive
 - pigmented
 - couperose
 - damaged
 - mature
- appearance of contraindications and adverse effects when applying false eyelashes

- following in regard to make-up services:
 - facial shapes and their relationship to the elements and principles of design
 - effects of natural and artificial light on cosmetics
 - colour design principles
 - colour wheel
 - primary, secondary, complementary colours, and grey scale
 - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to their likely effects on the skin
- effect of changes created by specific make-up products and colour application techniques
- workplace skin care and make-up product range
- effects and benefits of a defined range of workplace skin care and make-up products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying standard infection control precautions
- recognising and managing contraindications and adverse effects
- analysing client's face and the context of service, and designing and recording a make-up plan, including:
 - facial areas requiring highlighting or shading
 - product application techniques
 - areas requiring corrective make-up
 - recognition of client image and occasion
 - colour design principles
 - application to natural and artificial lighting
- applying a variety of make-up products
- advising on relevant skin care and make-up products and demonstrating techniques of self-application to the client.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

- assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
 - individual client workstation
 - adjustable make-up chair
 - make-up lighting at each workstation
 - trolley
 - magnifying mirror
 - client gown
 - appropriate supply of small towels
 - disposable spatulas
 - tissues
 - a professional skin care and make-up range
 - a retail skin care and make-up range
- relevant workplace documentation, such as:
 - manufacturer's equipment instructions
 - product instructions
 - manufacturer safety data sheets
 - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client requirements have been met and correct procedures and make-up products have been identified
- direct observation of the candidate applying make-up
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required

skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS202A Design and apply make-up for photography.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may be:

- from a variety of age groups
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Workplace procedures may include:

- health and hygiene
- workplace time frame allocated for service
- product range and manufacturer instructions
- environmental protection practices, such as:
 - waste minimisation
 - recycling
 - reuse
 - energy efficiency, e.g. electricity saving devices and practices
 - waste disposal
 - resource management
 - water efficiency.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis

- trauma
 - bruises
 - other visible non-normal skin.
- Appropriate professional*** may include:
- medical practitioner
 - complementary therapist.
- Skin type and condition*** may include:
- normal, dry, oily or combination
 - sensitive
 - pigmented
 - couperose
 - damaged
 - mature.
- Cleansing products*** may include:
- soaps
 - milks
 - creams.
- Context or occasion*** may include:
- business or social
 - day or evening
 - special occasion.
- Colour design principles*** may include:
- tonal values
 - colour wheel.
- Make-up plan*** may include:
- client's facial shape
 - colour design
 - areas requiring correction or camouflage
 - highlighting and shading techniques
 - make-up products and equipment
 - product application procedures.
- Make-up products*** may include:
- oil-based, water-based, solid or fluid with varying degrees of coverage and pigmentation
 - pre make-up products and stabilisers
 - concealers
 - liquid and solid foundation
 - powders
 - eye shadows
 - eyeliners
 - blushers
 - mascaras
 - false lashes
 - lipsticks
 - pencils.
- Tools and equipment*** may include:
- brushes
 - sponges

- applicators
- pallets
- lash curlers
- tweezers
- magnifying mirror
- containers and trays
- pencil sharpeners
- spatulas
- make-up box.

Unit Sector(s)

Cross-Sector

Competency Field

Facial Services

SITHFAB009A Provide responsible service of alcohol

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol and to satisfy the requirements for responsible sale and service of alcohol (RSA) under state or territory legislation.

A harm minimisation approach is central to compliance with liquor licensing legislation which, across all Australian States and Territories, imposes obligations on all licensed venues to participate in the management of public safety through the responsible sale and service of alcohol.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities may require candidates to complete a bridging course to address these specific differences.

All persons undertaking training as part of a national qualification that includes the sale and service of alcohol must complete this unit. Under differing state and territory legislation it is a required unit only for certain nominated personnel operating in licensed premises.

Application of the Unit

Application of the unit

Responsible practices must be undertaken wherever alcohol is served and sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to

any workplace situation where alcohol is served and sold, including all types of hospitality venues, retail liquor outlets and tourism venues such as wineries, breweries and distilleries. Training and assessment must be contextualised so that the requirements of specific industry sectors and workplaces are met.

This unit applies to all levels of sales personnel involved in the sale or service and promotional service of alcohol in licensed premises, including the licensee when involved in sales. Those selling and serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff; supplier sales representatives and the licensee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance criteria describe the required performance needed

essential outcomes of a unit of competency. to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Sell or serve alcohol responsibly.	1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles. 1.2 Provide <i>accurate information</i> to customers on alcoholic beverages according to enterprise or house policy and government legislation, including types, strengths, standard drinks and the alcoholic percentages of a range of frequently sold alcoholic beverages. 1.3 Assist customers with information on the range of non-alcoholic beverages available for purchase. 1.4 Identify <i>issues related to the sale and service of alcohol to different types of customers, especially those at risk</i>, and incorporate them into sales or service.
2 Assist customers to drink within appropriate limits.	2.1 Prepare and serve <i>standard drinks or samples</i> according to industry requirements. 2.2 Encourage customers courteously and diplomatically to drink within appropriate limits. 2.3 Recognise <i>erratic drinking patterns</i> as an early sign of possible intoxication and take appropriate action. 2.4 Monitor emotional and physical state of patrons for signs of intoxication and ill effects of illicit or other drug usage. 2.5 Where appropriate, offer food and non-alcoholic beverages. 2.6 Politely decline requests for alcohol to be dispensed in a manner that is <i>irresponsible, or which encourages the rapid or excessive consumption of alcohol</i>, and advise customers of the reasons for the refusal.

ELEMENT**PERFORMANCE CRITERIA**

3 Assess alcohol-affected customers and identify customers to whom sale or service must be refused.	3.1 Assess intoxication levels of customers using a number of methods, including observing <i>changes in behaviour</i>, observing emotional and physical state of customers, monitoring noise levels and monitoring drink purchases. 3.2 When assessing intoxication, take into account <i>factors that may affect individual responses to alcohol</i>. 3.3 Identify customers to whom sale or service must be refused according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs. 3.4 Where appropriate, request and obtain acceptable <i>proof of age</i> prior to sale or service.
4 Refuse to provide alcohol.	4.1 Refuse service in a polite manner and state reasons for the refusal. 4.2 Speak to <i>intoxicated</i> customers in a suitable and consistent manner, minimising confrontation and arguments and pointing out <i>signage</i> where relevant. 4.3 Provide <i>appropriate assistance</i> to customers when refusing service. 4.4 Where appropriate, give patrons a verbal warning and ask them to leave the premises according to enterprise or house requirements, the specific situation and provisions of state or territory legislation and regulations. 4.5 Use <i>appropriate communication and conflict resolution skills</i> in handling difficult situations. 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person. 4.7 Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to enterprise policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

appropriate communication and conflict resolution skills for dealing with intoxicated patrons

- literacy skills to read and comprehend documents such as ID cards, proof of age cards, driver's licences, statutory signage, warning signs and wording within advertising or promotional material, in-house policies and procedures and any general plain English regulatory and advisory information issued by local, or state and territory liquor licensing authorities
- numeracy skills to measure and calculate standard drinks or samples and calculate blood alcohol levels as they relate to alcohol consumption.

The following knowledge must be assessed as part of this unit:

- public interest reasons for implementation of responsible service of alcohol practices, including:
 - government and community concern with alcohol misuse and abuse
 - crime, violence and anti-social behaviour associated with alcohol abuse
- impact of excessive drinking on:
 - local neighbourhood and community
 - premises and staff
 - customers
 - particular types of customers who may be at heightened risk such as young people, pregnant women and minors
 - government agencies such as the local police, health facilities and road authority
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
 - emotional state
 - health
 - physical alertness
- factors that affect individual responses to alcohol, including:
 - gender
 - weight
 - general health

REQUIRED SKILLS AND KNOWLEDGE

- rate of consumption
 - food intake
 - other substances taken
 - time for effects of alcohol to be registered
 - standard drinks and acceptable measures of alcohol
 - indicators of intoxication, including ways of assessing intoxication of customers
 - ways of assessing customers affected by the consumption of illicit and other drugs
 - principles of harm minimisation
 - strategies laid down in legislation and codes of conduct developed by government agencies or industry groups and in-house policies that are designed to reduce the harm associated with liquor abuse
 - understanding that these requirements are strategies to minimise the harm associated with liquor abuse
-
- knowledge and understanding of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises, including the following list that expresses general statements about requirements of liquor legislation and information that must be customised for each State or Territory:
 - legislative definition of intoxication
 - role of individual staff members and supervisors or managers in providing responsible service of alcohol, including seller or server duty of care and liability
 - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the enterprise
 - requirements for mandatory content of any warning signs and wording within advertising or promotional material of any form, such as print advertising or internet sales
 - requirements for the remote sale and delivery of alcohol sales generated via the telephone, fax, email or mail
 - requirements for proof of age and obligations to minors under local legislation
 - provisions for retaining and reporting falsified proof of age documents
 - provisions for requiring someone to leave the premises
 - transportation options
 - barring procedures, where applicable
 - opening and closing hour provisions
 - requirements for monitoring noise and disturbances in and around licensed premises
 - requirements laid down in codes of practice or conduct developed by government agencies or industry groups
 - requirements described by an in-house policy, standard or code of practice or conduct
 - training and record keeping requirements
 - banned or undesirable products

REQUIRED SKILLS AND KNOWLEDGE

- personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- offences and penalties relating to offences
- legal restrictions on alcohol use customised to state or territory legislation, including intoxication provisions of liquor licensing laws
- legal drink and drive limits.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- working knowledge and understanding of the relevant state or territory liquor legislation and industry codes and the ramifications of non-compliance for the enterprise and individual staff members
- knowledge of underpinning reasons for and benefits of responsible service of alcohol
- knowledge of principles of responsible service of alcohol and harm minimisation
- ability to apply knowledge of responsible service of alcohol and harm minimisation to alcohol sales or service situations, according to the level of responsibility of the candidate's current job role or the role they are seeking.

Context of and specific resources for assessment

Assessment must ensure:

- activities that allow the candidate to demonstrate the application of knowledge to specific responsible service of alcohol situations, which might include interaction with others to demonstrate appropriate communication skills
- use of relevant and current publications, signage,

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information and fact sheets distributed by key government agencies and industry bodies

- use of organisations or individual trainers and assessors approved or accredited by the liquor licensing authority, where required by certain states or territories.

Methods of assessment

A range of assessment methods that comply with assessment requirements set by the relevant state or territory liquor licensing authority should be used to assess the practical skills and knowledge required to sell or serve alcohol responsibly.

Because of the nature of this unit, i.e. intoxication provisions, it may be inappropriate in a training or assessment situation to demonstrate the practical aspects of this competence in the workplace or in a realistic simulation, therefore role-plays or case studies are recommended.

The following examples are appropriate for this unit:

- written and oral questioning or interview to test knowledge of legislation and all other knowledge components of this competency
- role-play by candidate to demonstrate ability to deal with intoxicated persons or refuse sales or service
- case studies and problem-solving activities
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

For holistic purposes, combined training and assessment is appropriate, but determination of competency for this unit must focus on the understanding and implementation of responsible service of alcohol practices that meet the requirements of state or territory legislation.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work

EVIDENCE GUIDE

functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Accurate information may be provided to customers:

- verbally
- by use of mandatory signage
- by use of fact sheets and advertising material that comply with legislative requirements.

Issues related to the sale and service of alcohol may include:

- familiarity with specific customers
- physical stature
- demeanour and mood
- social context
- perceived health status
- perceived effects of illicit and other drug usage.

Different types of customers, especially those at risk may include:

- young customers
- women
- minors
- Aboriginal and Torres Strait Islanders
- people from non-English speaking backgrounds
- people affected by the consumption of illicit and other drugs.

Standard drinks or samples should be measured using:

- appropriate nip measures
- electronic dispensing and measuring devices

RANGE STATEMENT

- appropriately sized sample glasses.

Samples may include tastings of any item for sale in a:

- retail liquor outlet
- winery
- brewery
- distillery
- hospitality venue.

Erratic drinking patterns may include:

- mixing a wide range of drink types
- drinking quickly and asking for more immediately
- ordering more than one drink for self-consumption
- mixing alcohol consumption with consumption of prescription or illicit drugs
- consistently returning to the tasting site to request more samples
- ordering multiple samples
- ordering large samples
- ordering 'triple shots' or extra large drinks.

Examples of requests for drinks to be dispensed in a manner that is **irresponsible, or which encourages the rapid or excessive consumption of liquor** may include:

- test tubes
- yard glasses
- laybacks
- jugs of spirits and mixers
- shooters
- rocket fuel
- large samples
- multiple samples for self-consumption.

Changes in behaviour may involve the customer becoming:

- quarrelsome
- disorderly
- aggressive
- violent.

Factors that may affect individual responses to alcohol include:

- gender
- weight
- general health
- rate of consumption

RANGE STATEMENT

- food intake
- other substances taken, especially illicit and other drugs.

Proof of age according to state or territory liquor legislation includes:

- current driving licence
- proof of age card
- passport.

Intoxicated:

- denotes those to whom service may be refused due to excessive consumption of alcohol
- 'unduly intoxicated' may also be used in some state or territory legislation.

Signage may include:

- standard promotional signs issued by the relevant state or territory licensing authority
- signs produced in-house that comply with wording required by legislation
- warning notices within any form of advertising.

Appropriate assistance to customers when refusing sale or service may include:

- organising transport for customers wishing to leave
- providing information on taxis
- assisting the customer to connect with their designated driver
- offering to sell or serve non-alcoholic drinks
- offering alternatives to alcohol, including food.

Appropriate communication and conflict resolution skills may include:

- using open and non-aggressive body language
- using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the 'law'
- monitoring the reactions of other customers
- picking early warning signs and intervening before the person is intoxicated
- not using physical touch or body language
- remaining calm and using tactful language.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

SITXOHS002A Follow workplace hygiene procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.

This unit is one of three hierarchical units describing varying levels of participation in food safety processes:

- SITXOHS002A Follow workplace hygiene procedures
- SITXFSA001A Implement food safety procedures
- SITXFSA002A Develop and implement a food safety program.

Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand. The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. A large component of that standard deals with the health and hygiene of food handlers. This unit of competency complies with the legislative requirements for food safety and hygiene practices as outlined in the Code.

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differs between state and territory governments.

In some cases food handlers, especially designated food safety supervisors, may be required to formally achieve competence in hygiene practices through a registered training organisation that may use this unit as the basis for their training.

Application of the Unit

Application of the unit	Personal hygiene practices underpin a range of service industry activities. They are particularly important within a food safety regime, but can also apply to housekeeping activities and anywhere where poor hygiene could provide a contamination risk. Poor hygiene practices can risk the health of customers, colleagues and self. For the purposes of food safety, this unit only has application to hospitality, commercial catering and retail venues where food is stored, prepared, displayed and served. It will apply to any venue that operates a permanent or temporary kitchen or smaller food preparation area, such as restaurants, cafes, clubs, hotels, attractions, events and conference venues, fast food restaurants, retail food outlets such as sandwich shops and food court outlets. It would apply to tour operators involved in the preparation and service of food at temporary sites. Other industries will need to access industry-specific food safety units of competency. This unit applies to frontline operational personnel who work under close supervision and guidance from others during the normal course of their daily activities. They would be required to apply little discretion and judgement because they operate within predefined organisational hygiene procedures. Personal hygiene practices apply to all personnel operating at all levels within the service industries, such as kitchen hands, cooks, chefs, catering staff, food and beverage attendants, housekeeping and, laundry staff, sandwich hands, cafe and fast food outlet cooking crew and sales people and owner-operators of small business catering operations or retail food outlets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Follow hygiene procedures and identify hygiene hazards.	1.1 Access and follow <i>hygiene procedures and policies</i> correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues. 1.2 Identify and report <i>poor organisation practices</i> that are inconsistent with hygiene procedures. 1.3 Identify <i>hygiene hazards</i> that may affect the health and safety of customers, colleagues and self. 1.4 Take action to remove or minimise the hazards within scope of individual responsibility and according to

ELEMENT	PERFORMANCE CRITERIA
	organisation and legal requirements.
	1.5 Promptly report hygiene hazards to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility.
2 Report any personal health issues.	2.1 Report any personal health issues that are likely to cause a hygiene risk.
	2.2 Report incidents of food contamination that have resulted from the personal health issue.
	2.3 Do not participate in food handling activities where there is a risk of food contamination as a result of the health issue.
3 Prevent food and other item contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.
	3.2 Ensure that no clothing or other items worn contaminate food.
	3.3 Prevent unnecessary direct contact with ready to eat food.
	3.4 Do not allow food to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.
	3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no cross-contamination of other items in the workplace occurs .
4 Prevent cross-contamination by washing hands.	4.1 Wash hands at appropriate times and follow hand washing procedures correctly and consistently according to organisation and legal requirements.
	4.2 Wash hands using appropriate facilities .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication skills to verbally report hygiene hazards and poor organisation practice
- literacy skills to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices.

The following knowledge must be assessed as part of this unit:

- very basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations
- working knowledge of organisation personal hygiene policies and procedures
- ramifications of failure to observe hygiene policies and procedures
- broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection
- sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business
- basic understanding of the choice and application of cleaning and sanitising equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities
- understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
- project or work activities that show the candidate's ability to apply good hygiene practices on multiple

EVIDENCE GUIDE

occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to current regulatory documents distributed by key federal, state or territory, and local government agencies such as plain English legislative publications, codes and standards outlining food safety requirements
- access to hygiene policies and procedures
- project or work activities that show candidates' ability to apply good hygiene practices within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
- use of real products, materials and equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate carrying out work tasks that involve following hygiene procedures
- oral and written questions about hygiene principles and practices, policies and procedures
- oral or written questions to assess knowledge of food hygiene legislative requirements
- case studies to assess ability to react to a range of incidents where hygiene hazards exist
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHACS005A Prepare rooms for guests
- SITHACS007A Launder linen and guest clothes
- SITXFSA001A Implement food safety procedures.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Hygiene procedures may relate to:

- personal hygiene
- safe and hygienic handling of food and beverages
- regular hand washing
- correct food storage
- suitable dress and personal protective equipment and clothing
- avoidance of cross-contamination
- hygienic cleaning practices to avoid cross-contamination
- use of cleaning equipment, clothes and materials to avoid cross-contamination
- safe handling and disposal of linen and laundry
- appropriate handling and disposal of garbage
- cleaning and sanitising
- procedures documented in the organisation food safety program
- procedures covered by staff training programs
- procedures required by the national food safety code.

RANGE STATEMENT

- Poor organisation practices** may include:
- poor personal hygiene practices
 - poor food handling practices that may result in the contamination of food
 - poor cleaning practices that may result in cross-contamination of food and other items
 - practices inconsistent with the organisation's food safety program
 - outdated practices not in keeping with current organisation activities.
- Hygiene hazards** may include:
- contaminated food
 - vermin
 - airborne dust
 - items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
 - dirty equipment and utensils
 - contaminated garbage
 - use of practices not in keeping with current organisation activities
 - colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
 - equipment not working correctly, such as fridge and temperature probes.
- Health issues** may relate to:
- food-borne diseases
 - airborne diseases
 - infectious diseases.
- Other items worn** may include:
- hair accessories
 - jewellery
 - watches
 - bandages.
- Cross-contamination of other items in the workplace** may involve:
- infected linen
 - items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions

RANGE STATEMENT

- dirty equipment and utensils
- spreading bacteria from bathroom or bedroom areas to kitchen areas in an accommodation facility.

Washing hands at appropriate times might include:

- immediately before working with food
- immediately after handling raw food
- before commencing or recommencing work with food
- immediately after using the toilet
- immediately after smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound.

Appropriate facilities for hand washing may include:

- warm running water
- soap
- single use towels
- designated hand washing sink.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Occupational Health and Safety

TAEASS301B Contribute to assessment

Modification History

Version	Comments

TAEASS301B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

ELEMENT

Elements describe the essential outcomes of a unit of competency .

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm <i>purpose of assessment</i> with <i>relevant people</i> 1.2 Discuss and confirm <i>benchmarks for assessment</i> with qualified assessor 1.3 Access, read and clarify <i>assessment plan</i> with qualified assessor 1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant <i>assessment system policies and procedures</i>; organisational, legal and ethical requirements; and other relevant advice on assessment 2.2 Clarify nominated <i>assessment tools</i> and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear 2.3 Discuss and confirm with relevant people <i>assessment context</i>, including candidate's characteristics and any need for <i>reasonable adjustments</i> 2.4 Confirm and arrange <i>resource requirements</i> in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities 3.2 Use <i>assessment instruments</i> to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

	4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence, for future assessment activities

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
 - read and interpret relevant information
 - prepare required documentation and collate evidence in required format
- communication skills to:
 - discuss evidence-gathering processes with practitioners and candidates
 - provide constructive and supportive feedback
 - ask appropriate questions to clarify and confirm instructions for evidence gathering
 - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
 - criterion referenced
 - competency standards as the benchmarks for assessment
 - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
 - hazard identification and risk control measures
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use of relevant equipment
 - sources of OHS information
 - role of key workplace personnel
 - responsibilities of learners.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

	(i.e. the assessment decision-making rules) - the administration, recording and reporting requirements - the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	- environment in which assessment will be carried out - relationship between units of competency and candidate's workplace - time period over which assessment takes place.
Reasonable adjustments may include:	- taking into account candidate's language, literacy and numeracy requirements - providing personal support services, such as arranging for: - member of the community to accompany the candidate - reader - interpreter - attendant carer - scribe - using adaptive technology or special equipment - providing flexible assessment sessions to allow for such things as fatigue or administering of medication - format of assessment materials, such as: - in Braille - in first language - use of audiotape or videotape - making adjustments to the physical environment - revising proposed assessment methods and instruments - considering age and gender - considering cultural beliefs, traditional practices and religious observances.
Resource requirements may include:	- resources specific to evidence-gathering activities - access to assessors - access to policy and procedures - access to subject and technical experts - OHS requirements - plant, equipment and technology.
Assessment instruments may include:	- instruments developed by an assessor as part of formative or summative assessment activities, including: - profiles of acceptable performance measures - templates and proformas - specific questions or activities - evidence and observation checklists - checklists for the evaluation of work samples

	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments

TAEASS301B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

ELEMENT

unit of competency.

PERFORMANCE CRITERIA

is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Determine assessment approach	1.1 Identify candidate and confirm <i>purposes and context of assessment/RPL</i> with relevant people according to <i>legal, organisational and ethical requirements</i> 1.2 Identify and access <i>benchmarks for assessment/RPL</i> and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and <i>types of evidence</i> needed to demonstrate competence, according to the <i>rules of evidence</i> 2.2 Select <i>assessment methods</i> which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the <i>assessment plan</i> and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop <i>simple assessment instruments</i> to meet target group needs 3.2 Analyse <i>available assessment instruments</i> for their suitability for use and modify as required 3.3 <i>Map assessment</i> instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
 - interpret competency standards and other assessment documentation, including material

- relating to reasonable adjustment
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment, including RPL
- consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
 - obtain competency standards, assessment tools and other relevant assessment resources
 - research candidate characteristics and any reasonable adjustment needs
 - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
 - demonstrate sensitivity to access and equity considerations and candidate diversity
 - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
 - work focused
 - criterion referenced
 - standards based
 - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to: • plan and organise the assessment process on a minimum of two occasions • collect evidence that demonstrates: • documented assessment plans • having covered a range of assessment events • catering for a number of candidates • different competency standards or accredited curricula • an RPL assessment • contextualisation of competency standards and the selected assessment tools, where required • incorporation of reasonable adjustment strategies • development of simple assessment instruments for use in the process • organisational arrangements.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.
Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and: • evidence to support RPL • work activities in the candidate's workplace • learning activities • who carries out the assessment/RPL.
Organisational, legal and ethical requirements may include:	• assessment system policies and procedures • assessment strategy requirements • reporting, recording and retrieval systems for assessment, including RPL • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative and partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards, and enterprise agreements • Australian Quality Training Framework • registration scope • human resources policies and procedures • legal requirements, including: • anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements • OHS considerations, including: • ensuring OHS requirements are adhered to during the

	assessment process identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	- criterion against which the candidate is assessed or prior learning recognised, which may be: - competency standard/unit of competency - assessment criteria of course curricula - performance specifications of an enterprise or industry - product specifications.
Types of evidence may include:	- direct - indirect - supplementary.
Rules of evidence ensure that evidence collected is:	- valid - sufficient - authentic - current.
Assessment methods are the particular techniques used to gather evidence and may include:	- direct observation, for example: - real work/real time activities at the workplace - work activities in a simulated workplace environment - structured activities, for example: - simulation exercises and role-plays - projects - presentations - activity sheets - questioning, for example: - written questions, e.g. on a computer - interviews - self-assessment - verbal questioning - questionnaires - oral or written examinations (applicable at higher AQF levels) - portfolios of evidence, for example: - collection of work samples compiled by candidate - product with supporting documentation - historical evidence - journal or log book - information about life experience - review of products, for example: - testimonials and reports from employers and supervisors

	- evidence of training - authenticated prior achievements - interview with employer, supervisor, or peer.
Assessment plan may include:	- overall planning document describing: - what is to be assessed - when assessment is to take place - where assessment is to take place - how assessment is to take place.
Simple assessment instruments may include:	- instruments developed by an assessor as part of formative or summative assessment activities, including: - profiles of acceptable performance measures - templates and proformas - specific questions or activities - evidence and observation checklists - checklists for the evaluation of work samples - recognition portfolios - candidate self-assessment materials - instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	- commercially available instruments - those created by others inside the registered training organisation.
Map assessment means:	showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information,

ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use measures to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbal and non-verbal communication techniques, such as:
 - asking relevant and appropriate questions
 - providing explanations
 - demonstrating
 - using listening skills
 - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct prestart-up checks if required
 - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning programs and plans
 - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - engage, motivate and connect with learners
 - provide constructive feedback
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
 - recognise and be sensitive to individual difference and diversity
- observation skills to:
 - monitor learner acquisition of new skills, knowledge and competency requirements
 - assess learner communication and skills in interacting with others
 - identify learner concerns
 - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

REQUIRED SKILLS AND KNOWLEDGE

- procedures
- risk controls for the specific learning environment

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
 - different learning objectives
 - a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement**RANGE STATEMENT**

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Learner characteristics</i> may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<i>Safe learning environment</i> may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.
<i>Instruction and demonstration objectives</i> may include:	• competencies to be achieved • generic and technical skills, which may be: • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<i>Learning resources</i> may include:	• any material used to support learning, such as: • learner and user guides • trainer and facilitator guides • example training programs • specific case studies • professional development materials • assessment materials • a variety of formats • those produced locally • those acquired from other sources.
<i>Learning materials</i> may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<i>Details</i> may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

RANGE STATEMENT	
<i>OHS procedures</i> may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
<i>Measures</i> may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret <i>learning program documentation</i> to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop <i>session plans</i> and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage <i>inappropriate behaviour</i> to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
 - synthesising information and ideas
 - preparing equipment, such as data projectors and computer presentation applications
 - speaking with appropriate tone and pitch
 - using language appropriate to audience
 - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
 - every individual has an opportunity for participation and input
 - group cohesion is maintained
 - behaviour that puts others at risk is observed, interpreted and addressed
 - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
 - identify critical points, issues, concerns and problems
 - identify options for changing behaviours
- oral communication and language skills to:

REQUIRED SKILLS AND KNOWLEDGE

- motivate learners to transfer skills and knowledge
- engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
- policies and procedures relevant to the learning environment

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: - facilitate group-based learning by preparing and delivering a series of training sessions, including: - at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs - at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed - identify and respond to diversity and individual needs - access and use documented resources and support personnel to guide inclusive practices.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Learning program documentation</i> may include:	• competencies or other benchmarks to be achieved • for each chunk or segment of the learning program: • specific learning outcomes derived from the benchmarks • overview of content to be covered • learning resources, learning materials and activities • delivery methods • number and duration of training sessions or classes required, and overall timelines • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required.
<i>Session plans</i> may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
<i>Inappropriate behaviour</i> may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address <i>OHS implications</i> of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address <i>contractual requirements</i> and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the <i>work-based learning pathway</i> 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss <i>individualised learning plan</i> with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure

ELEMENT	PERFORMANCE CRITERIA
	learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ethical behaviour at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including impact, self evaluation and reflection, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
 - motivate the learner
 - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
 - using effective verbal and non-verbal language
 - using critical listening and questioning techniques
 - giving constructive and supportive feedback
 - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
 - providing clear and concrete options and advice
 - using appropriate industry/profession terminology and language
 - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents

REQUIRED SKILLS AND KNOWLEDGE

- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare and facilitate work-based learning
- provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two examples of a learning facilitation relationship being conducted:
 - with different individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

EVIDENCE GUIDE	
	Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>OHS implications</i> may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
<i>Contractual requirements</i> may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
<i>Work-based learning pathway</i> may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
<i>Individualised learning plan</i> may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the learner

RANGE STATEMENT	
	• performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
<i>Ethical behaviour</i> includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
<i>Impact</i> may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.
<i>Self-evaluation and reflection</i> may include:	• asking critical questions about: • own ability • what worked or didn't work • how the relationship building process could be improved • reviewing records and journals on sessions and critically evaluating own performance • reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the <i>mentoring</i> relationship according to organisational procedures 1.2. Establish <i>ground rules</i> and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with <i>legislation, policy and procedures</i>
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use <i>techniques for resolving differences</i> without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the mentoring relationship with appropriate stakeholders 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss benefits gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
 - engage in relationship building, including building trust and maintaining confidentiality
 - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation

REQUIRED SKILLS AND KNOWLEDGE

- (RTO) and funding body
- training plans and responsibilities
 - training products and strategies for learning
 - mentoring methodologies and strategies
 - acceptable behaviour in the mentoring relationship
 - equal employment opportunity, equity and diversity principles
 - OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Mentoring</i> may include:	• long-term focus on personal growth and learning • wide range of learning oriented to: • support • guidance in personal or career growth • relationship, not just a procedure or activity • one person professionally assisting the career development of another.
<i>Ground rules</i> may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.
<i>Legislation, policy and procedures</i> may include:	• commonwealth and state or territory legislation and regulations, such as: • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • OHS legislation • user choice • organisational policy, procedures and protocols.
<i>Techniques for resolving differences</i>	• finding a mutually beneficial solution • self-disclosure

RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
<i>Mentoring relationship</i> may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
<i>Stakeholders</i> may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
<i>Benefits</i> may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
<i>Benefits to the organisation</i> may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		