Australian Government

SIR07 Retail Services Training Package

Release: 3.4

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Modification History

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

Version	Release date	Comments
3.3		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 **Qualification**s: • 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:

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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

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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

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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 • SIRRFSA302 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 • SIRRRPK214 Recommend specialised products and services • SIRWINV301 Administer supply to a business • SIRWINV302 Monitor inventory capacity to meet demand • SIRWSLS301Build 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

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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

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Version	Release date	Comments
		• SIRXSLS406 Manage sales and service delivery • SIRXSLS410 Lead a sales representatives team • SIRXWHS101Apply 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

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Version	Release date	Comments
		merchandiser • 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

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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

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		• 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

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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

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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.

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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).

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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

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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

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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	

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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

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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		

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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)

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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

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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)

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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

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

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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

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		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.

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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

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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 SIR40207as 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.

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		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.

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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

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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

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	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

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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

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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

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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

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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

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	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

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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

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		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

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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

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		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

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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**

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	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

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			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

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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**

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	pricing	and store presentation	This is a revise unit, based on SIRXMER004A Manage merchandise and tore 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

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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

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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**

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	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			

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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

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		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**

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	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

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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.

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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?

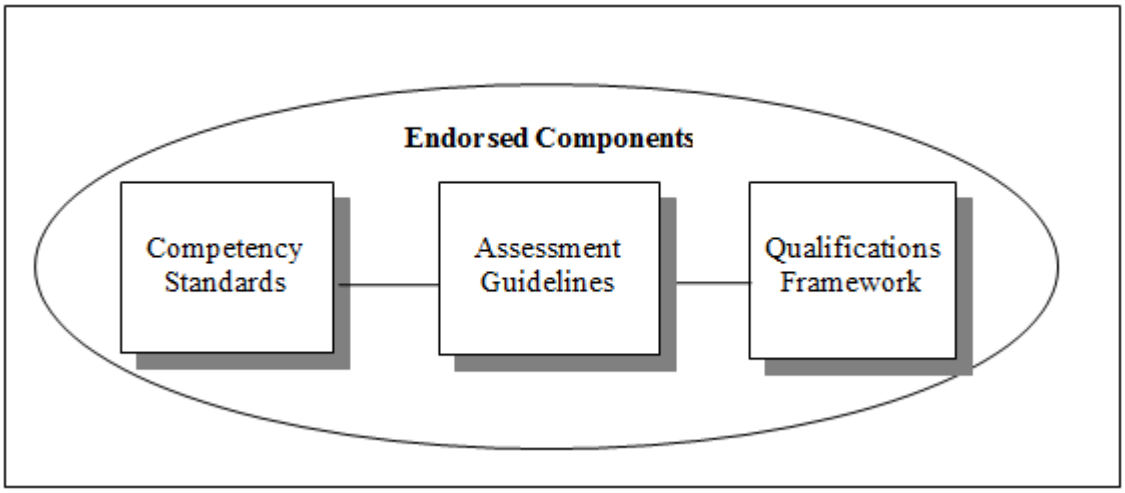
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training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



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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.

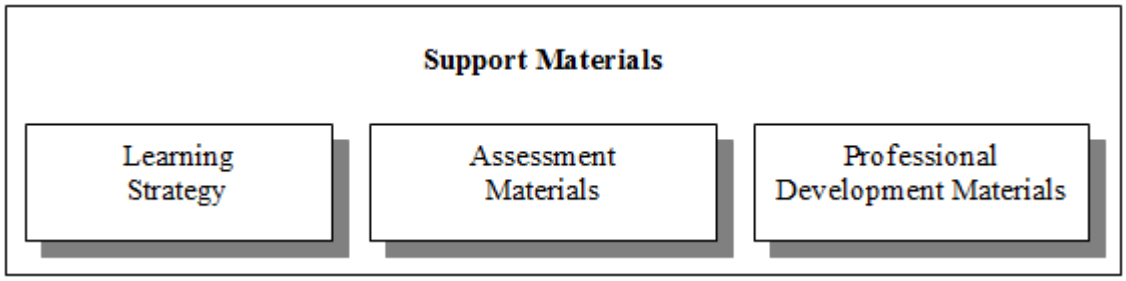
Qualifications Framework

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.

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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.

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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

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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:

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  - 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

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  - 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.

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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.

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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.

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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

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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.

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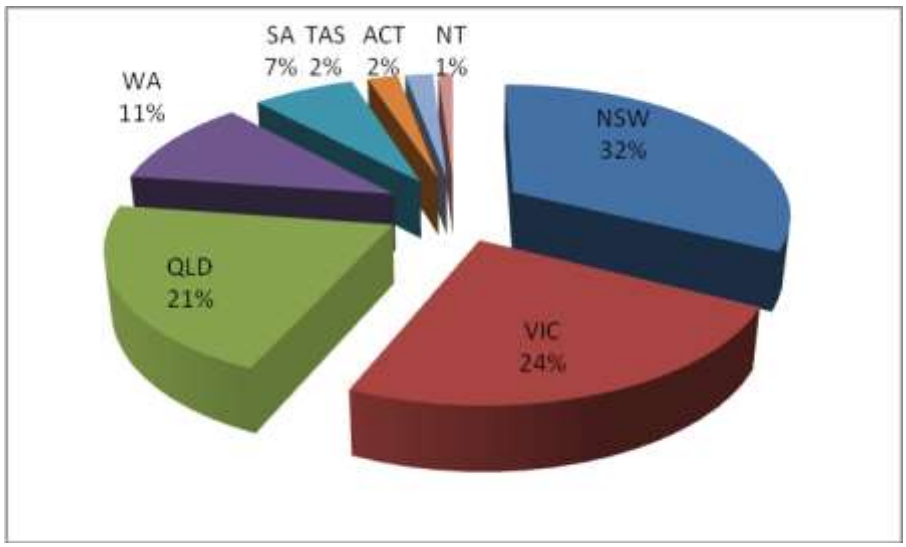

Estimates of retail share of businesses by state and territory (2009)

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

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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.

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- 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)

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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.

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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

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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

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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.

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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

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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.

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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.

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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

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SIR40112 Certificate IV in Community Pharmacy	4	10	14

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Retail Services

List of AQF Qualifications

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

Whole of Industry Qualification Information

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

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

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

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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).

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Retail Services

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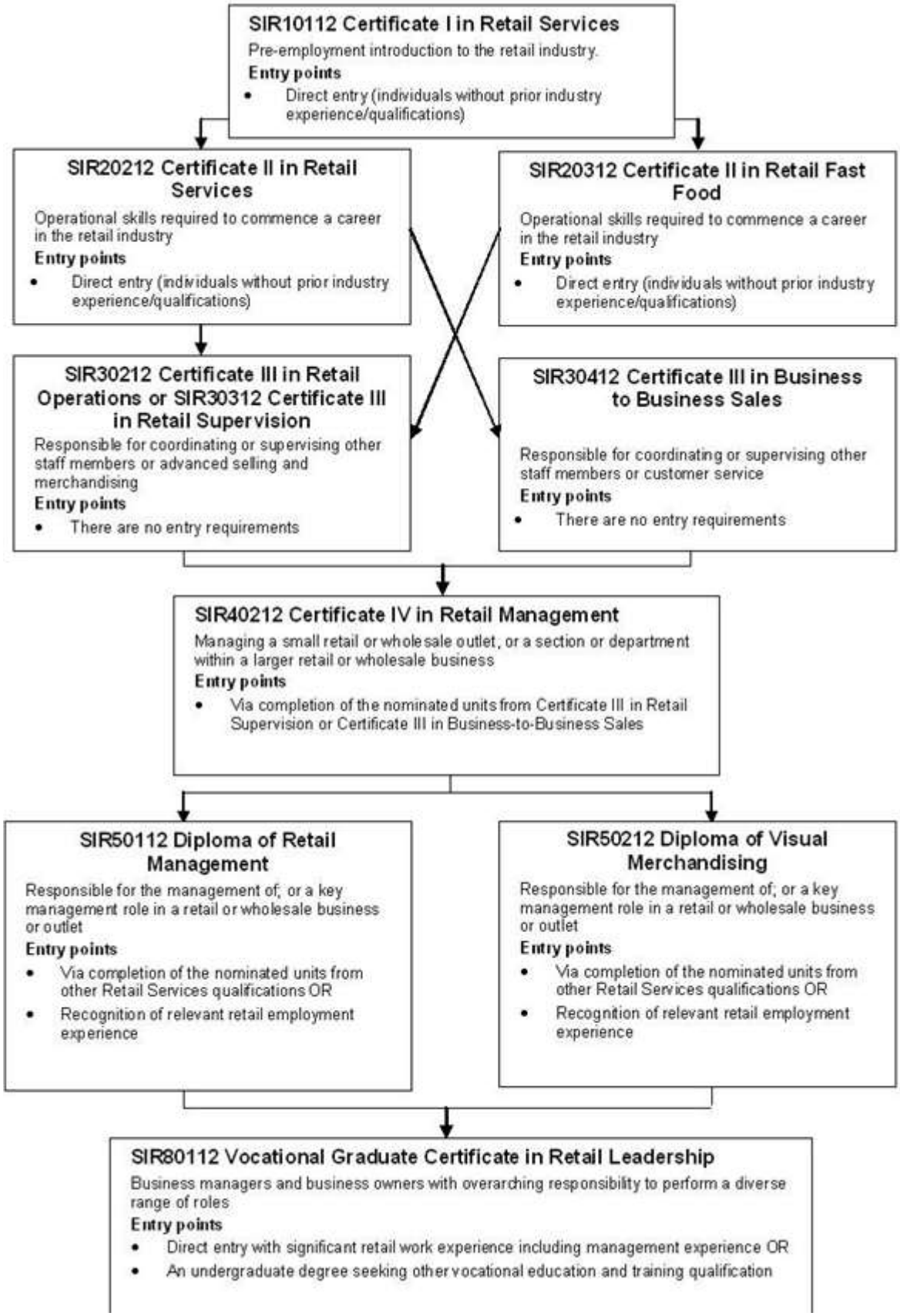

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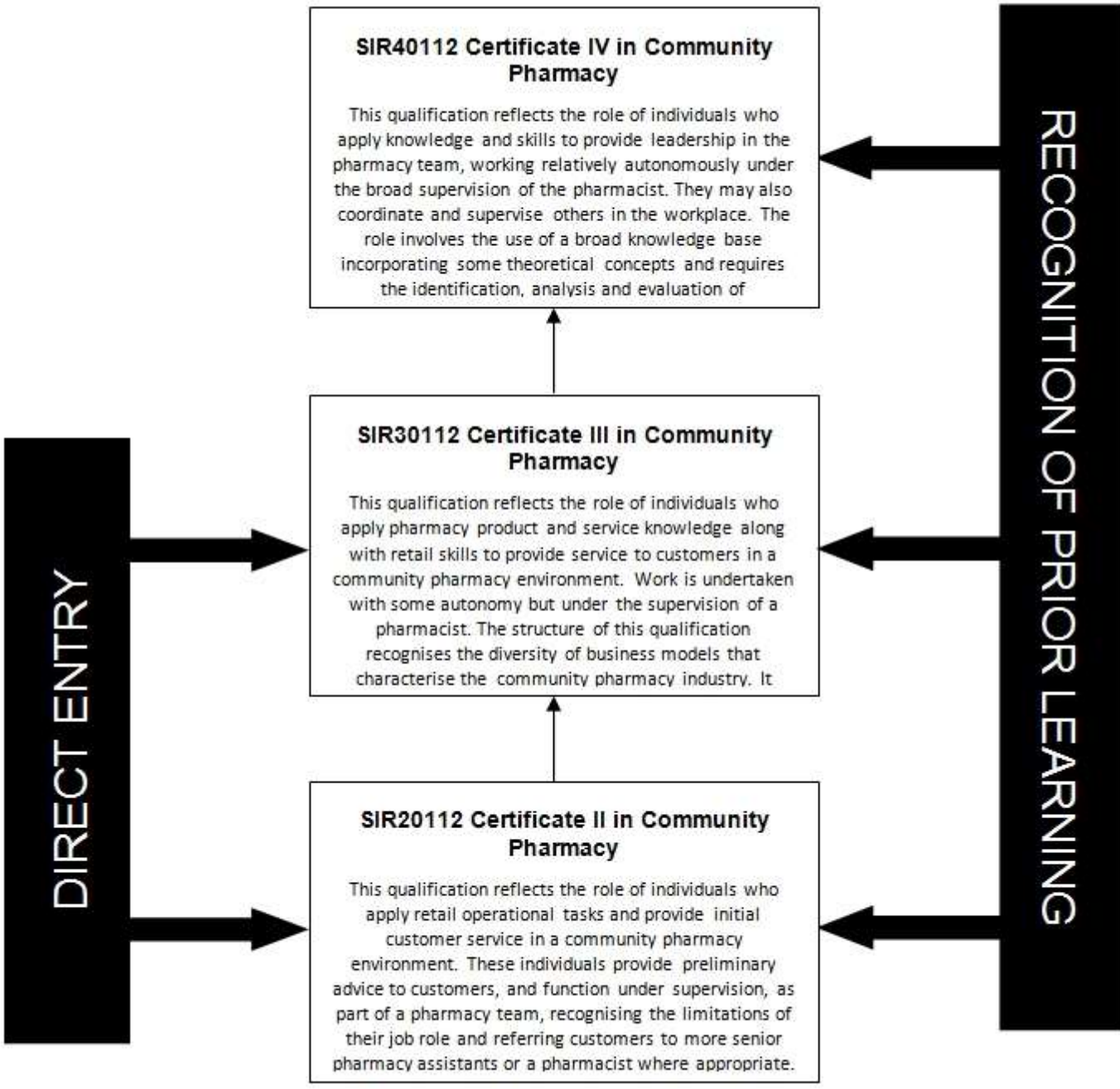
Community Pharmacy



Skill Sets

Definition

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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

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- 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

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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

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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

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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

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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.

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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

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(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

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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.*

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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.*

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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:

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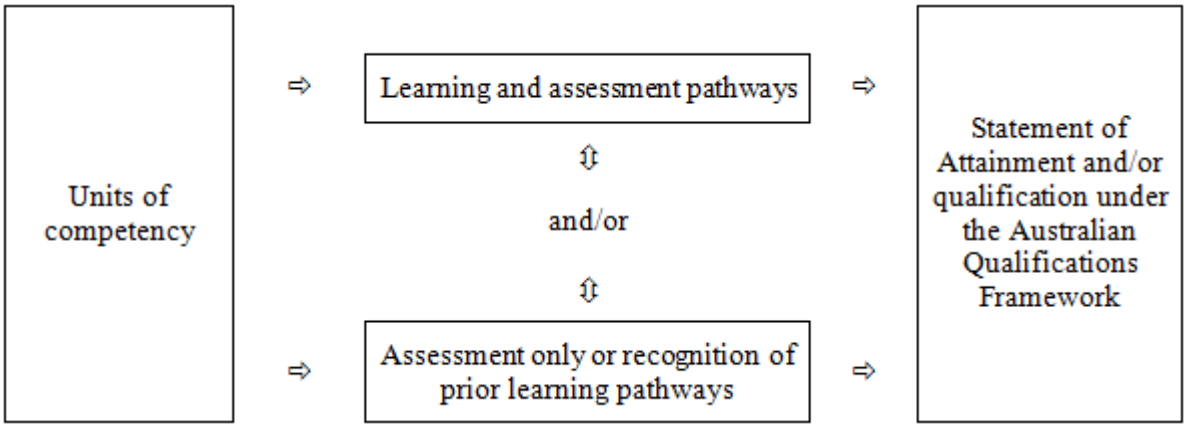
- formal or informal education and training
- experiences in the workplace
- general life experience
- any combination of the above.

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.

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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.

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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.

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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:

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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.

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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

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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

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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:

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- 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.

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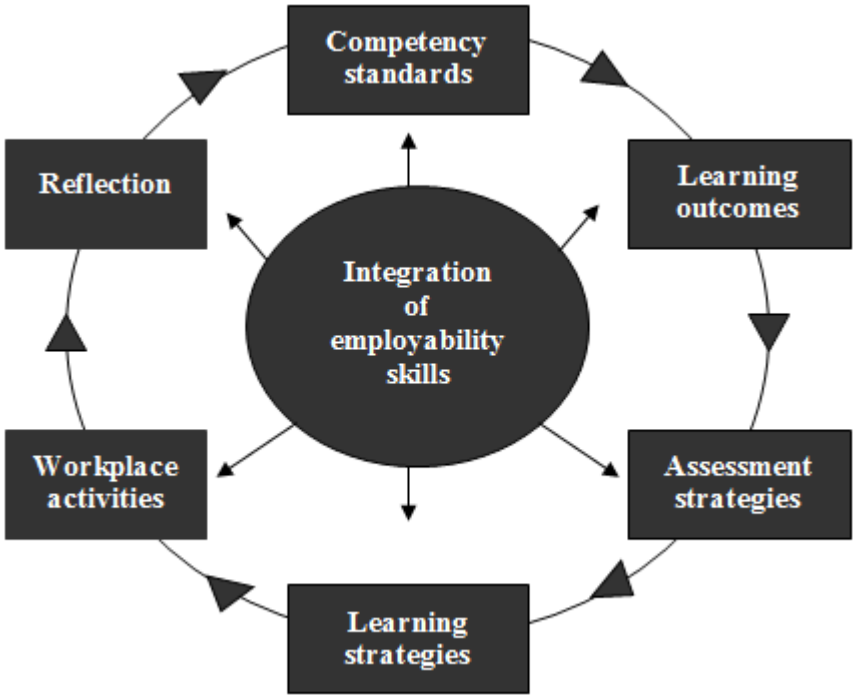

Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- 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>

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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.

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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.

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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.

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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.

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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

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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		

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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

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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

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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

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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)

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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 **tha**t 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		

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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			

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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			

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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			

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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				

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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								
SIRRFSA001A	Apply retail food safety practices		Yes					
SIRRFSA302	Monitor food safety program			Yes				
SIRRMER001A	Merchandise food products		Yes					
SIRRMER002A	Pack and display meat products		Yes					
SIRRMER003A	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			

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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		

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Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	merchandising and in-store presentations							
SIRRPOS001A	Process postal outlet transactions		Yes					
SIRRPOS002A	Handle mail received in a retail environment		Yes					
SIRRPOS003A	Deliver mail in a retail environment		Yes					
SIRRPOS004A	Handle customer interviews and applications			Yes				
SIRRRPK001A	Advise on food products and services		Yes					
SIRRRPK002A	Advise on meat products		Yes					
SIRRRPK003A	Advise on fast food products		Yes					
SIRRRPK004A	Advise on bakery products		Yes					
SIRRRPK005A	Advise on seafood products		Yes					
SIRRRPK006A	Recommend liquor products		Yes					
SIRRRPK007A	Recommend and fit clothing or footwear products and services			Yes				
SIRRRPK008A	Recommend jewellery products and services			Yes				

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Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRRRPK009A	Recommend toddler and baby products			Yes				
SIRRRPK010A	Recommend home and home improvement products and services			Yes				
SIRRRPK011A	Recommend books or newsagency services			Yes				
SIRRRPK012A	Recommend business and leisure products and services			Yes				
SIRRRPK013A	Hire and sell video and DVD products and services			Yes				
SIRRRPK214	Recommend specialised products and services		Yes					
SIRWFIN001A	Complete debtor processes			Yes				
SIRWFIN002A	Manage debtor processes			Yes				
SIRWINV301	Administer supply to a business			Yes				
SIRWINV302	Monitor inventory capacity to meet demand			Yes				
SIRWSLS301	Build sales relationships			Yes				

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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								
SIRXADM001A	Apply retail office procedures		Yes					
SIRXADM002A	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			

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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					
SIRXEBS001A	Acquire and retain online customers				Yes			
SIRXEBS002A	Manage retail brands online				Yes			
SIRXEBS003A	Manage and promote business to business e-commerce solutions				Yes			

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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						

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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						
SIRXINV001A	Perform stock control procedures		Yes					
SIRXINV002A	Maintain and order stock		Yes					
SIRXINV003A	Plan inventory levels				Yes			
SIRXINV404	Manage retail merchandise				Yes			
SIRXINV005A	Control inventory				Yes			
SIRXINV006A	Develop purchasing strategies					Yes		

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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			
SIRXMGT001A	Coordinate work teams			Yes				
SIRXMGT002A	Maintain employee relations			Yes				
SIRXMGT003A	Lead and manage people				Yes			
SIRXMGT004A	Analyse and communicate information					Yes		
SIRXMGT005A	Set strategic plans					Yes		

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Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXMGT006A	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		
SIRXMPR001A	Profile a retail market			Yes				
SIRXMPR002A	Provide marketing and promotion program		Yes					
SIRXMPR003A	Conduct telemarketing		Yes					
SIRXMPR004A	Market products				Yes			
SIRXMPR005A	Seize a business opportunity				Yes			
SIRXMPR006A	Manage promotional activities					Yes		
SIRXMPR007A	Devise a strategic marketing plan					Yes		
SIRXMPR008A	Implement advertising and promotional activities			Yes				
SIRXPRO401	Maximise sales of branded products				Yes			

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Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
SIRXPRO002A	Implement product recalls				Yes			
SIRXPRO003A	Review product or service performance					Yes		
SIRXPRO504	Maximise product sales and market share					Yes		
SIRXPRO005A	Manage distribution processes					Yes		
SIRXPRO006A	Forecast product performance					Yes		
SIRXPRO007A	Improve supply and distribution chains					Yes		
SIRXQUA001A	Develop innovative ideas at work			Yes				
SIRXQUA002A	Lead a team to foster innovation				Yes			
SIRXQUA003A	Create an innovative work environment				Yes			
SIRXQUA004A	Set up systems that support innovation				Yes			
SIRXQUA005A	Maintain operational quality and productivity				Yes			
SIRXQUA006A	Benchmark and continuously improve					Yes		

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Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Voc. Grad Cert
	operational quality							
SIRXRPK001A	Recommend health and nutritional products and services		Yes					
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services		Yes					
SIRXRSK201	Minimise loss		Yes					
SIRXRSK002A	Maintain store security			Yes				
SIRXRSK003A	Apply store security systems and procedures			Yes				
SIRXRSK404	Control store security				Yes			
SIRXSLS201	Sell products and services		Yes					
SIRXSLS002A	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			

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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

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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			

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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

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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.

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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

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	▸ 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.

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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	

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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

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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.

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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 ***signage***. 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 ***production method*** 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

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- 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.

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Range Statement

The range statement 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

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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.

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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 ***client*** specifications and for use in specific window displays. 1.3. Produce 3-D ***props*** to reflect specified ***promotional and cultural themes*** or ***product categories*** used in displays. 1.4. Safely construct full-size fashion mannequins to ***relevant standards, performance benchmarks and specifications*** 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

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- 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

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- 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

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	• Memphis • pop and the 1960s • product category themes • seasonal themes • the 1920s.
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.
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

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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.

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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. Determine functional requirements of merchandisers.	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. Develop new design concepts for merchandisers.	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. Produce drawings and models of merchandisers.	3.1. Present ***illustrations*** and ***models of design***s 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

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- 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

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- 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.

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include:

Models of designs may include:

- bench style
- fixed
- freestanding.

Unit Sector(s)

Retail

Competency Field

Merchandising

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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.

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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 ***illustration techniques*** and relevant ***equipment and materials*** 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 ***customer*** 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 ***interior and exterior colour schemes*** with colours and textures to suit corporate image, target market and ***promotional themes***. 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 ***design elements*** 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.

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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

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- 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

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- using mixed drawing media and a range of techniques to produce drawings.

Equipment and materials may include:

- 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

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- texture.

Unit Sector(s)

Retail

Competency Field

Merchandising

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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.

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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 ***workshop tools and equipment***, according to manufacturer instructions and ***workshop work health and safety (WHS) procedures***. 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 ***materials stock*** according to ***enterprise procedures***. 1.5. Monitor materials stock according to enterprise procedures.
2. Design and construct simple visual merchandising structures.	2.1. Sketch plans of ***simple fixed and collapsible visual merchandising structures***, according to ***client or supervisor*** 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 ***finishes*** 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.

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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:

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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.

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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

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Competency Field

Merchandising

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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.

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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 ***purpose and scope of the drawings***. 1.2. Use and maintain ***drafting equipment and materials*** 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 ***client*** briefs. 4.3. Complete rendered illustrations using axonometric or isometric projections according to client specifications.

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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:

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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.

Purpose and scope of the drawings may include:	• exhibition designs • floor layouts • proposals in response to a brief • store design.

Drafting equipment and materials 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

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- paper
- scale rule
- set squares
- T-square.

Client may include:

- external business
- retail manager within the organisation.

Unit Sector(s)

Retail

Competency Field

Merchandising

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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.

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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 ***lighting plan*** and budget. 1.4. Undertake interior and exterior ***lighting plan review*** with team or ***designer*** 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 ***maintenance and repair*** 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

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- 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.

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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.

Lighting plan may include requirements for:	• general lighting effectiveness • improved store ambience • product enhancement • specific areas of the store, such as:

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	• entrances • exhibition displays • exterior store signage • store interiors • store signage • window display areas
	• specific lighting hardware and technologies.
Lighting plan review may include:	• impact on ambience and general lighting effectiveness • performance indicators, such as: • price • operating costs • quality • performance • supply reliability
	• stakeholder consultations.
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

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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.

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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 ***drafting tools and equipment***. 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 ***client*** 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.

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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

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- 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

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- 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

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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.

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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 ***render materials and media*** to depict the image required by ***client***. 1.2. Produce rendered simulations of plastic, reflections, timber, glass, fabric and stone where relevant to the ***project specification***.
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:

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- 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

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- 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

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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.

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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 ***client*** 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 ***plans***, including analysis and rationale for ***layout***, using both verbal and written reports. 1.4. Ensure plans comply with ***relevant legislation and regulations***.
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 ***fit-out plans*** 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 ***standards, performance benchmarks and specifications***.

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:

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- 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

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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.

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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

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Competency Field

Merchandising

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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.

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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

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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

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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.

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Range Statement

The range statement 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

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may include:
- project team consultation.

Unit Sector(s)

Retail

Competency Field

Merchandising

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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**

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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 ***stylist kit***.
2. Collaborate with key creative and production personnel.	2.1. Interpret ***promotional job brief***. 2.2. Communicate effectively with ***creative and production team members*** 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 ***worksite environment***.
4. Manage props and merchandise for photographic assignments.	4.1. Source ***props*** and ***merchandise*** 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

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- 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

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- 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

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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

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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.

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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

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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.

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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.

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Range Statement

The range statement 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

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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.

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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 ***visual merchandising theme*** to ***client***. 1.2. Collaborate with ***team members*** to explore ideas. 1.3. Reflect ***relevant design elements and principles*** 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 ***three-dimensional (3-D) effects*** to enhance presentation. 2.7. Select and apply ***rendering medium*** 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.

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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

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- 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.

Visual merchandising theme may include:

- seasonal events, such as:
  - Father's day
  - Mother's day
  - religious festivals
  - sales
  - sports events
  - Valentine's day

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	• 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

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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.

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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.

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	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:

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- fabric draping and folding skills
- illustration and signage production skills
- safe use of equipment materials and resources

Re**quired 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

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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.

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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

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themes may include:

- formality
- fun
- glamour
- harmony
- leisure.

Unit Sector(s)

Retail

Competency Field

Merchandising

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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.

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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 ***organisation's requirements*** and responsibilities and seek advice from ***appropriate people*** 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 ***employee and employer rights and responsibilities***. 1.4. Comply with relevant duty of care and legal responsibilities, and support ***organisational culture***. 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 ***behaviour that contributes to a safe and sustainable work environment***.
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.

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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

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- 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:

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	• 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

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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

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	• 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

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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.

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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.

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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.

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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

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- visual merchandising.

Unit Sector(s)

Cross-Sector

Competency Field

Industry

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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.

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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 ***tool kit*** 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 ***displays*** 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 ***merchandise, materials and equipment***. 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.

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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

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	• 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

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	• new range • promotion • sale • window display.
Merchandise 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, 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

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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.

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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 ***design requirements*** of visual merchandising plan or manual. 1.2. Source ***resources required*** to implement plan. 1.3. Identify ***factors that may affect the plan***. 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 ***visual merchandising plan***. 2.2. Identify ***damage or changes to the display***. 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

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- 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,

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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.

Design requirements may include:
- colours used
- functionality
- layout of display
- location of display in store
- merchandise for display
- size of display.

Resources required may include:
- fixtures and fittings
- lights
- materials
- people
- supports
- time.

Factors that may affect the plan may include:
- availability of display stands and structures
- availability of staff
- budget requirements
- merchandise availability
- store promotions
- time requirements.

Visual merchandising plan may include:
- display location
- retail image
- store plan and design.

Damage or changes to the display 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

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Competency Field

Merchandising

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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.

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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.

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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

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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

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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.

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Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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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.

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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 ***components of the store image***. 1.2. Access and analyse relevant ***store documentation*** 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 ***appropriate area for research*** of market demands. 2.2. Use appropriate ***market research techniques*** according to ***store policy***. 2.3. Plan market research according to store policy and procedures. 2.4. Collect, analyse and present ***data*** in an appropriate manner.
3. Profile the store's customers.	3.1. Research the demography of the store's ***customers***. 3.2. Develop a demographic ***profile***. 3.3. Access information about ***changing trends*** and relate to ***customer demands***.
4. Implement methods to attract customers to store.	4.1. Access and analyse information about the customer. 4.2. Generate ***ideas*** to develop ***methods for attracting customers***. 4.3. Select and develop a suitable idea in collaboration with others in the organisation. 4.4. Present and discuss the idea with ***relevant personnel***. 4.5. ***Evaluate*** 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

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- 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.

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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

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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

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	• leisure time • environmental issues • discount operators • quality demands • advances in technology.
Customer demands may vary according to:	• 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

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Competency field

Marketing and Public Relations

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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.

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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.

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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

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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.

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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.

Team may include:	• small work team • store team • corporate team.
Information may include:	• work preferences • past jobs • interests • working styles • lifestyle preferences.
Team members may:	• come from a variety of social, cultural or ethnic backgrounds • vary in literacy and numeracy skills • vary in competencies.
Methods used to ***communicate*** may include:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Ways to ***encourage and reinforce*** 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.
External stimuli and knowledge may come from:	• technical experts • other organisations • journals • the internet • networks.
Guidance may include:	• coaching • mentoring • counselling

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	• 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.

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Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

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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.

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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 ***safety procedures*** 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 ***unsafe work practices***, including faulty ***plant and equipment*** according to ***store policy and procedures***. 1.3. Manage dangerous goods and substances according to store policy and relevant legislation. 1.4. Identify potential ***manual handling*** risks and manage manual handling tasks according to store policy. 1.5. Report work-related incidents and accidents to ***designated personnel***. 1.6. Participate in ***consultative processes*** and procedures for WHS.
2. Apply basic emergency procedures.	2.1. Follow fire and ***emergency procedures***, 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

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  - 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

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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:

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- 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.

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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

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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		

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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 ***sources of information on colour and colour theory*** 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 ***experimentation*** 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of ***materials***, ***tools and equipment*** 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 ***idea or concept*** 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

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Present and store work any ***samples*** 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

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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.	
Sources of information on colour and colour theory 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
Experimentation may involve playing with:	• application of light, for example in a theatrical context

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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

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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		

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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		

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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 ***sources of information*** 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 ***creative thinking techniques*** to generate a range of ideas and options 2.2. Use ***experimentation*** 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 ***concept or idea*** might be communicated in a 2-dimensional form 3.2. Select ***materials***, ***tools and equipment*** 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

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ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store ***concept realisations or samples*** 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	

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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.	
Sources of information may include:	• anecdotal sources, personal observation • art and design work • books and magazines

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RANGE STATEMENT	
	• natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources

Creative thinking techniques 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

Experimentation 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

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RANGE STATEMENT	
	• positive and negative shape • proportion • rhythm • shape • size • texture • tone
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:	• 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
Concept realisations or samples may be:	• digital output • drawn, painted, printed, collaged • photographs

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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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		

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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 ***sources of information*** 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 ***creative thinking techniques*** to generate a range of ideas and options 2.2. Use ***experimentation*** 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 ***concept or idea*** might be communicated in a 3-dimensional form 3.2. Select ***materials***, ***tools and equipment*** 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

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ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store ***concept realisations or samples*** 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.

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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.	
Sources of information may	• anecdotal sources, personal observation

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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

Creative thinking techniques 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

Experimentation may involve consideration of:	• bending • binding • cutting • folding • mass • moulding and modelling

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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)

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RANGE STATEMENT	
	• wood, metal, fabric, plastic
Concept realisations or samples 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		

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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		

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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 ***sources of information*** on design history and theory 1.2. ***Organise research material*** 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. ***Evaluate information*** 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

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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

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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.	
Sources of information 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
Information may relate to:	• aesthetics • criticism • cultural issues • gender and identity issues

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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
Organising research material may include:	• databases • diagrams, charts • digital storage systems • files, scrapbooks, diaries • mind maps • sketches
Evaluating information 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		

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Co-requisite units		

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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

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	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	1. Clarify type of visual design ***components*** required, in consultation with ***relevant personnel*** 2. In discussion with relevant personnel, identify factors

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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

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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

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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 toa 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

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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.

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RANGE STATEMENT	

Design techniques 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.

Format may include:	• bitmap image
	• digital formats, such as:
	  • GIF
	  • JPEG
	  • PDF
	  • TIFF
	  • PICT
	  • PNG
	  • PSD
	  • HTML
	• hard copy
	• vector image.

Delivery platform may include:	• CD • DVD • film • games console • internet • kiosk • mobile phone • other wireless/mobile devices • personal digital assistant (PDA) • print media • television.
Relevant information may	• brands

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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	

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Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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CUVDIG201A Develop digital imaging skills

Modification History

Version	Comments
CUVDIG201A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

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

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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

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.

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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.

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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:

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	• 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

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	• TIFF • printing hard copies of images • uploading images to the internet.

Unit Sector(s)

Visual communication – digital content and imaging

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CUVPHI302A Capture photographic images

Modification History

Version	Comments
CUVPHI302A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

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.

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Elements and Performance Criteria Pre-Content

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.*

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

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	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

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- 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

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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.

Relevant people may include:	• clients • colleagues • managers • mentors • other specialised creative staff • people being photographed • supervisors • teachers.

Accessories 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.

Digital camera features 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

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	• 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

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	• 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

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	• 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:

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	• 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

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	• 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

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CUVPHI401A Capture images in response to a brief

Modification History

Version	Comments
CUVPHI401A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

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.

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Elements and Performance Criteria Pre-Content

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.*

Elements and Performance Criteria

1. Interpret image capture briefs	1.1 Interpret the ***specifications of brief***
	1.2 Take user or client requirements into account when making design decisions
	1.3 Identify and clarify any issues in relation to specifications, ***parameters and constraints*** in brief
	1.4 Source and evaluate ***information pertinent to briefs***
2. Prepare for camera shoots	2.1 Select ***camera systems and accessories*** and lighting consistent with the ***purpose*** for capturing images
	2.2 Organise all other ***aspects*** 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 ***exposure*** and subject lighting consistent with image capture requirements
	3.2 Take into account the ***time-specific nature of action*** or movement of subjects when capturing images
	3.3 Continuously ***review image capture process*** and ***techniques*** 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 ***documentation*** as required
	3.6 Complete image capture work within agreed work

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	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

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- 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).

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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.

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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

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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.

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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

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