WRP02 Community Pharmacy Training Package

Volume 2 of 2

Version Number: 1
Review Date: 28 February 2005
WRP02
Community Pharmacy Training Package

Competency Standards

Volume 2 of 2
Community Pharmacy Training Package - (Volume 2 - Competency Standards)

Endorsed by the NTQC on 4 February 2002 and agreed by Ministers. This Training Package is to be reviewed by end February 2005

The material contained within this volume forms the Endorsed Component of the Training Package.
WRP02 - Community Pharmacy Training Package

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<td>Accept prescriptions for dispensing</td>
</tr>
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<td>Delivery of medication</td>
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<tr>
<td>WRPDIS303A</td>
<td>Assist in dispensary operations</td>
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<tr>
<td>WRPDIS304A</td>
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</tr>
<tr>
<td>WRPDIS305A</td>
<td>Assist in dispensary stock control</td>
</tr>
<tr>
<td>WRPDIS306A</td>
<td>Assist in dispensary housekeeping/maintenance</td>
</tr>
<tr>
<td>WRPDIS307A</td>
<td>Assist in preparing dose administration containers</td>
</tr>
<tr>
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<td>Market and promote pharmacy products and services area</td>
</tr>
<tr>
<td>WRPQUA401A</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
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</tr>
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<td>Work effectively within the pharmacy industry</td>
</tr>
<tr>
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<td>Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>BSZ401A</td>
<td>Plan assessment</td>
</tr>
<tr>
<td>BSZ402A</td>
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<tr>
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<th>Version</th>
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<tr>
<td>1.00</td>
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<td>Primary Release</td>
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Forms Control: All endorsed Training Packages will have a version number displayed on the imprint page of every volume constituting that Training Package. Every Training Package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the Training Package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to Training Packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that Training Package and will constitute all detail available to identify changes.
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 Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.
Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section 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 co-ordination 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.

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### 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 provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

**Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

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

---

### Diploma

**Characteristics of Learning Outcomes**

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

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 development of strategic initiatives as well as personal
responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination 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.

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**Advanced Diploma**

**Characteristics of Learning Outcomes**

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

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

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

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

**Distinguishing Features of Learning Outcomes**

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

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

The Community Pharmacy National Industry Reference Group has supported a combined fully nested and pre-requisite model of packaging competencies as qualification outcomes within the Community Pharmacy Training Package.

The fully nested model is utilised for Certificate I in Community Pharmacy and Certificate II in...
Community Pharmacy whereby all the competencies from Certificate I are included in the Certificate II qualification outcome.

The pre-requisite model is utilised for Certificate III in Community Pharmacy and Certificate IV in Community Pharmacy whereby:

- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

Diagram 1 provides a visual summary of this structure.

**Customisation of Qualifications**

The customisation guidelines in this Training Package set the boundaries of change accepted within the Australian Qualifications Framework. While maintaining the integrity of the original qualification outcomes and structure, options for customising include:

- selecting appropriate elective units of competency from those listed in the qualifications in this Training Package
- importing units of competency from other Training Packages where the qualification packaging rules allow
- customising units of competency to better suit an enterprise or industry context.

**Selecting Elective Units**

Some of the qualifications within this Training Package may be customised by selecting elective units to suit the candidate’s individual needs or work role and context. A number of elective units in this package have already been imported from other Training Packages.

**Importing Elective Units from other Training Packages**

Some of the qualifications in the Floristry Training Package allow for units from other Training Packages to be imported. Imported units of competency should be selected that are directly relevant to the candidate’s current or intended floristry job role/function.

The following rules apply when importing units of competency:

- The imported unit/s of competency must relate to the core function or role of the candidate's current or intended work environment.
- The original title and code of the imported unit must be retained.
- Imported units must be selected from an endorsed Training Package.
- Any pre-requisite units specified for the imported units cannot be counted as electives in this Training Package.
- Advice should be sought from the relevant State/Territory Training Authority to determine if there is a requirement for an extension to the RTO's scope of registration in relation to imported unit/s.

**Customising Units of Competency**

Units of competency may be customised to meet the needs of industry and enterprises. They may be customised in the following ways:

- Contextualisation of the content to identify unique aspects that apply to an industry area, enterprise or particular client group. For example, replacing general directions, generic equipment, process, procedures and policies with enterprise specific ones.
• The customised unit must not reduce the health, safety and environmental requirements of the unit.
• The customised unit must not alter the outcome of the unit.

New Apprenticeship Pathways
New Apprenticeship pathways would be applicable in the Community Pharmacy Training Package for:

• WRP20102 Certificate II in Community Pharmacy
• WRP30102 Certificate III in Community Pharmacy
• WRP40102 Certificate IV in Community Pharmacy.

Diagram 2 provides a visual summary of pathways to Community Pharmacy

Qualification Requirements

Qualification Requirements - Progressive Completion

<table>
<thead>
<tr>
<th>Qualification - code and title</th>
<th>Number of Pre-Requisite Units required</th>
<th>Number of Core Units required</th>
<th>Number of Elective Units required</th>
<th>Total Units required to complete the qualification</th>
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<tbody>
<tr>
<td>WRP10102 Certificate I in Community Pharmacy</td>
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<td>N/A</td>
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<td>23</td>
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<td>WRP30102 Certificate III in Community Pharmacy</td>
<td>23</td>
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<tr>
<td>WRP40102 Certificate IV in Community Pharmacy</td>
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Qualification Requirements - Direct Entry

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<th>Number of Pre-Requisite Units required</th>
<th>Number of Core Units required</th>
<th>Number of Elective Units required</th>
<th>Total Units required to complete the qualification</th>
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<tr>
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<td>N/A</td>
<td>8</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>WRP20102 Certificate II in Community Pharmacy</td>
<td>N/A</td>
<td>23</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>WRP30102 Certificate III in Community Pharmacy</td>
<td>23</td>
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<td>35</td>
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<tr>
<td>WRP40102 Certificate IV in Community Pharmacy</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>23</td>
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</table>
### 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 a pharmacist 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 pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Note: WRPDIS303A Assist in Dispensary Operations must be assessed in the workplace. This relates to the complexity and potential danger associated with providing dispensary products.

### Interdependent Assessment of Units

#### Pre-requisite requirements across qualifications within the Community Pharmacy Training Package:

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Due to the partially nested packaging model utilised in the Community Pharmacy Training Package the requirements for outcomes at the qualification level within the training package determine that:

- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

#### Pre-requisite requirements for units of competency within the Community Pharmacy Training Package:

To ensure that no unnecessary barriers are established pre-requisite requirements at the unit of competency level have been kept to a minimum. Within the majority of units of competence the underpinning skills and knowledge addresses the need for units to be assessed independently. However, all units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment. This is most relevant for the three assessor competencies:

- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment.

Pre-requisite requirements also exist for the suite of:
<table>
<thead>
<tr>
<th>Dispensary units</th>
<th>Pre-requisite Unit</th>
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<tr>
<td>• WRPDIS202A Delivery of medication</td>
<td>• WRPDIS101A Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>• WRPDIS303A Assist in dispensary operations</td>
<td>• WRPDIS101A Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>and</td>
<td>• WRPDIS202A Delivery of medication</td>
</tr>
<tr>
<td>• WRPDIS304A Assist in dispensary administration</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS305A Assist in dispensary stock control</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS306A Assist in dispensary housekeeping</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS307A Assist in preparing dose administration containers</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>Quality Units</td>
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<tr>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
<td>• THCGQA01A Apply quality standards and procedures</td>
</tr>
<tr>
<td>• PMLQUAL601A Conduct an internal audit of the quality system</td>
<td>• THCGQA01A Apply quality standards and procedures</td>
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<td>and</td>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>• WRPQUA401A Conduct an external audit of the quality system.</td>
<td>• THCGQA01A Apply quality standards and procedures</td>
</tr>
<tr>
<td>and</td>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
</tr>
</tbody>
</table>

Details of pre-requisite requirements are provided within the individual unit of competence.

Assessment

All units identify assessment methods appropriate to the individual unit.
| methods | of competence. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays. |
| Assessment resources | All units identify resource requirements appropriate to the unit including reference to 'a real or simulated pharmacy 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 will include adherence to pharmacy policies, procedures and range of stock and equipment. |
Assessment Guidelines

Introduction

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) Standards for 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/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training 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.

In the areas of work covered by this Training Package, the endorsed units of competency 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).

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 Standards for Registered Training Organisations.

The Standards for Registered Training Organisations can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the Standards for Registered Training Organisations. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the Standards for Registered Training Organisations.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the Standards for Registered Training Organisations.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the Standards for Registered Training Organisations for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.
Assessment Requirements
The RTOs assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the Standards for Registered Training Organisations.

Assessment Strategies
Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the Standards for Registered Training Organisations.

Mutual Recognition
Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the Standards for Registered Training Organisations.

Access and Equity and Client Services
Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the Standards for Registered Training Organisations.

Partnership Arrangements
RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of Standards for Registered Training Organisations.

Recording Assessment Outcomes
Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the Standards for Registered Training.

Issuing AQF Qualifications and Statement of Attainment
Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the 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 where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the Standards for Registered Training Organisations.

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

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- 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 Standards for Registered Training Organisations.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime 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, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New 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.

Assessment-Only or Recognition of Prior Learning Pathway

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 achieved.

In an assessment-only or 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, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the Standards for Registered Training Organisations 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, and work samples. 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 candidates 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 candidates current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
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).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

**Combination of Pathways**

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 mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

**Assessor Competencies**

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

<table>
<thead>
<tr>
<th>7.3</th>
<th>The RTO must ensure that assessments are conducted by a person who has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:</td>
</tr>
<tr>
<td></td>
<td>TAAASS401A Plan and organise assessment;</td>
</tr>
<tr>
<td></td>
<td>TAAASS402A Assess competence;</td>
</tr>
<tr>
<td></td>
<td>TAAASS404A Participate in assessment validation;</td>
</tr>
<tr>
<td></td>
<td>relevant vocational competencies, at least to the level being assessed.</td>
</tr>
<tr>
<td>b</td>
<td>However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.</td>
</tr>
</tbody>
</table>
A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

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 (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the Standards for Registered Training Organisations
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

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 Standard 8 from the Standards for Registered Training Organisations. For information, Standard 8 from the Standards for Registered Training Organisations is reproduced below.
The RTOs assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments (including RPL):

i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii. are valid, reliable, fair and flexible;

iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix. provide for reassessment on appeal.

8.2

a The RTO must ensure that RPL is offered to all applicants on enrolment

b The RTO must have an RPL process that:

i. is structured to minimise the time and cost to applicants; and

ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individuals 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.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.
Assessment in the Community Pharmacy Industry

As many community pharmacies are small businesses, staff working within the community pharmacy are required to provide service to a broad range of customers with a specific emphasis on the provision of preventative health care. This is the aspect that most clearly differentiates the community pharmacy operation from the range of other competitors marketing and selling non-scheduled product lines.

The industry has long had a training culture of training where the emphasis has been on knowledge, skills and behaviours that can be demonstrated in a real workplace environment. Whilst assessment of some of the competencies in the Community Pharmacy Training Package can be carried out in a simulated pharmacy environment, the industry strongly recommends that assessment is conducted in the workplace.

WRPDIS303A Assist in Dispensary Operations is a unit that has a specific requirement of assessment in the workplace. This is due to the nature of the tasks embodied in the unit, which must be carried out under the direct supervision of the pharmacist. The dispensary assistant must know the limitations of their role, and the situations that require the attention of the pharmacist. Issues of consumer health, safety and privacy are paramount and cannot be effectively simulated for final assessment.

Due to the complexity of the work situations in the community pharmacy work environment demonstration of competency requires the collection of evidence over a period of time using flexible assessment approaches to accommodate the needs of the diverse range of community pharmacy operations. This formative assessment approach should include demonstration at the workplace 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 needs to be part of the planning, conducting and reviewing of the assessment process.

This process is important in community pharmacy to ensure pharmacy staff are well equipped to deal with the responsibility of meeting the health requirements of their customers.

The following table summarises information from the individual units of competency on assessment requirements including co- and pre-requisites for individual units of competency contained in the Community Pharmacy Training Package.

<table>
<thead>
<tr>
<th>Context of assessment</th>
<th>All units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 a pharmacist and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation.</td>
</tr>
<tr>
<td></td>
<td>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 pharmacy.</td>
</tr>
<tr>
<td></td>
<td>Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.</td>
</tr>
<tr>
<td></td>
<td>Note: WRPDIS303A Assist in Dispensary Operations must be assessed in the workplace. This relates to the complexity and potential danger associated with providing dispensary products.</td>
</tr>
</tbody>
</table>
### Interdependent Assessment of Units

Pre-requisite requirements across qualifications within the Community Pharmacy Training Package:

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Due to the partially nested packaging model utilised in the Community Pharmacy Training Package the requirements for outcomes at the qualification level within the training package determine that:

- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

### Pre-requisite requirements for units of competency within the Community Pharmacy Training Package:

To ensure that no unnecessary barriers are established pre-requisite requirements at the unit of competency level have been kept to a minimum. Within the majority of units of competence the underpinning skills and knowledge addresses the need for units to be assessed independently. However, all units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment. This is most relevant for the three assessor competencies:

- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment.

Pre-requisite requirements also exist for the suite of:

#### Dispensary units | Pre-requisite Unit
--- | ---
WRPDIS202A Delivery of medication | WRPDIS101A Accept prescriptions for dispensing

<p>| • WRPDIS303A Assist in dispensary operations | • WRPDIS101A Accept prescriptions for dispensing and • WRPDIS202A Delivery of medication |
| | • WRPDIS304A Assist in dispensary administration | • WRPDIS303A Assist in dispensary operations |
| | • WRPDIS305A Assist in dispensary stock control | • WRPDIS303A Assist in dispensary operations |</p>
<table>
<thead>
<tr>
<th>Quality Units</th>
<th>Assessment Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• WRPDIS306A Assist in dispensary housekeeping</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS307A Assist in preparing dose administration containers</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
<td>• THCGQA01A Apply quality standards and procedures</td>
</tr>
<tr>
<td>• PMLQUAL601A Conduct an internal audit of the quality system</td>
<td>• THCGQA01A Apply quality standards and procedures and • BSXFML309A Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>• WRPQUA401A Conduct an external audit of the quality system</td>
<td>• THCGQA01A Apply quality standards and procedures and • BSXFML309A Support continuous improvement systems and processes</td>
</tr>
</tbody>
</table>

Details of pre-requisite requirements are provided within the individual unit of competence.

**Assessment methods**

All units identify assessment methods appropriate to the individual unit of competence. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays.

**Assessment resources**

All units identify resource requirements appropriate to the unit including reference to 'a real or simulated pharmacy 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 will include adherence to pharmacy policies, procedures and range of stock and equipment.

**Supporting Integrated Training Delivery and Assessment**

Within the community pharmacy industry context it is recognised that not all individuals accessing the Community Pharmacy Training Package will wish, or need, to access training against all competencies within a qualification. The existing workforce may be able to gain an outcome based on recognition of current competence (RCC) or recognition of prior learning (RPL) for individual units of competence or groups of units. A statement of attainment identifying those competencies achieved will be issued by a registered training organisation (RTO) through this means.
As a general principle the community pharmacy industry supports the integration of units of competency for both delivery and assessment, where practical, as this reflects real work practices.

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. This may not always be achievable.

The Community Pharmacy 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 Community Pharmacy 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.

While these Assessment Guidelines are designed to cover all of the Community Pharmacy Competency Standards in the Training Package, some units of competency have been imported from other Training Packages. Where this occurs these standards must be assessed in accordance with the requirements from the relevant Training Package.

Further advice on interdependent assessment of units is documented in each unit of competency within the Community Pharmacy Training Package and is summarised above. Advice on the requirements to achieve a qualification at AQF I, II, III and IV in the Community Pharmacy Training Package is available in the Qualification section of this Training Package.

Following are two scenarios which provide an example of an integrated assessment approach for both multiple units and a single unit within the Training Package building on the concepts identified above.

**Scenario 1: Integrated assessment approach for multiple units:**

- WRPCS101A Meet and greet pharmacy customers
- WRPDIS101A Accept prescriptions for dispensing
- WRPDIS202A Delivery of medication
- WRRCS2B Apply point of sale handling procedures.

Evidence collected by the assessor via questioning and observation in a range of situations where the candidate interacts with a patient or his/her agent who requires a prescription to be filled.

The following scenario illustrates one possible observation:

- The candidate welcomes the customer with a smile and friendly greeting according to pharmacy policy. In a courteous and helpful manner the candidate establishes that the customer/patient has a script to be filled.
- The candidate asks the patient to confirm the personal and prescriber details on the script. The candidate then uses appropriate questioning and active listening to determine any concession eligibility, who the medication is for, whether the patient has had the medication before and if any allergies or adverse reactions had been encountered. These details are recorded on the script acceptance form and placed in a basket on the dispensary counter.
- The candidate communicates with the pharmacist to ensure the medication is available and the approximate waiting time. This information is relayed to the patient.
- When the script is ready the candidate informs the patient. Label information for the
The candidate maintains a tactful and confidential approach while conversing with the patient.

- As the patient has some questions about the possible side effects of the medication, the candidate informs the pharmacist and asks the patient to have a seat in the pharmacy counselling area.
- When the pharmacist has finished counselling the patient is referred back to the candidate. The candidate enters transaction information into the point of sale system using a scanner and politely informs the patient of the cost of the script.
- As the patient tenders a debit card the candidate processes a transaction through the EFTPOS terminal. The candidate completes the transaction after asking the patient to enter their PIN number. The candidate packs the goods in a pharmacy bag of suitable size and the patient is informed that the script repeats and receipts are in the bag.
- The candidate thanks the patient and farewells them in a friendly manner.

Scenario 2: Integrated approach to unit assessment for WRRLP1B Apply safe work practices.

Whilst occupational health and safety practice is integrated throughout all the units, this unit concentrates on the framework, including policy, legislation and pharmacy procedures to ensure a safe environment for employees and customers. This includes a knowledge and application of the legislation via pharmacy emergency procedures, workplace policies and procedures and safe work practices.

Evidence could be gathered by the assessor accompanying the candidate on a guided tour of the pharmacy.

The candidate should point out:

- potential hazards
- emergency exits and policies related to them
- safety signs and what they mean
- fire hazards and how to avoid fires
- pharmacy policies, procedures with regard to safe work practices where they are kept and what each document means
- safety committee members and the role of the safety committee

A practical demonstration and explanation of:

- safe handling and storage of dangerous goods
- pharmacy evacuation procedures.

Simulated Work Environment

Units of competency from the Community Pharmacy Training Package should wherever possible be assessed in a work environment. Where this is not possible assessment may occur in a simulated environment.

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

- The candidate 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. For example, 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 such as health and safety or 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 that the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances of the work.

In deciding whether a simulation or an assessment environment has been adequately set up, the following questions should be considered:

Are there opportunities to:

- Test the full range of equipment?
- Use up to date equipment and software?
- Reflect times and deadlines?
- Show the complexity of dealing with multiple tasks?
- Involve prioritising among competing tasks?
- Deal with customers, including difficult ones?
- Work with others in a team?
- Communicate with diverse groups?
- Find, discuss and test solutions to problems?
- Explore health and safety issues?
- Answer practically oriented, applied knowledge questions?
- Show the level of written and verbal expression sufficient for, but not exceeding the work requirements?

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

Service Industry Skills Council
Level 10, 171 Clarence Street
SYDNEY NSW 2000
PO Box 4194
SYDNEY NSW 2001
Telephone: 02 8243 1200
Fax: 02 8243 1215
Web: www.serviceskills.com.au
Email: info@serviceskills.com.au

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.


Australian Quality Training Framework (AQTF) - for general information go to: www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to: www.dest.gov.au

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au


Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
• Assessment Approaches for Small Workplaces
• Assessment Using Partnership Arrangements
• Strategies for ensuring Consistency in Assessment
• Networking for Assessors
• Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

**Assessment Tool Design and Conducting Assessment**


**Assessor Training**


**Assessment System Design and Management**


WRPDIS101A Accept prescriptions for dispensing

Unit Descriptor
This unit involves procedures for accepting prescriptions from the patient and relaying prescription information to the pharmacist and the patient. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Dispensary

ELEMENT PERFORMANCE CRITERIA

1. Accept prescription from patient
   1.1 Patient is greeted in pharmacy in accordance with pharmacy guidelines and procedures and prescription is received.
   1.2 Patient and prescription are taken or directed to dispensing area within pharmacy.

2. Patient particulars and prescription validity are confirmed
   2.1 Prescriber details and prescription is verified, data checked and patient details confirmed and updated/amended according to pharmacy policy and legislative requirements.
   2.2 Patient is questioned regarding any entitlement status in regard to the Pharmaceutical Benefits Scheme and Medicare Card.
   2.3 Where multiple items appear on the script, confirmation is obtained whether all are to be dispensed at the same time.
   2.4 Prescription is verified according to pharmacy policy and legislative requirements.

3. Patient's prescription needs are confirmed
   3.1 Information on brand substitution is offered with the consent of the patient, in accordance with pharmacy policy, procedures and legislative requirements.
   3.2 Patient's choice is relayed to pharmacist and requirement for substitution, where applicable, is noted on prescription.
   3.3 Prescription discrepancies and/or other situations requiring additional assistance are recognised and referred to the appropriate pharmacy staff or pharmacist.
   3.4 The verified prescription is passed on to the pharmacist.
   3.5 Patient is advised of expected prescription preparation time and/or delivery times as appropriate.
   3.6 Patient is advised promptly of any difficulty in filling prescription.
   3.7 Confidentiality, tact and privacy are maintained at all times while interacting with patients and/or passing on relevant information to other pharmacy staff.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By soliciting information from patients on prescription needs; verifying, clarifying and informing as appropriate, communicating to pharmacy staff and pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to patient prescription needs and collating it in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with accepting prescriptions from patients in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff to support and enhance the process of accepting patient prescriptions.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in calculating number of prescribed items.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient prescriptions, resolving those which are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in accessing data or information in relation to the Pharmaceutical Benefits Scheme.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to:

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to the acceptance of prescriptions.

Patients may include but are not limited to:
- patients, clients or their agents, varying in age, gender
- patients with routine or special requests
- patients with special needs eg elderly, non-English speaking background, infants etc
- regular and new patients
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected, grieving or upset.

Prescription details may include but are not limited to:
- doctor's full name, current address and date
- name of medication, quantity prescribed and dosage requirements
- number of repeats.

Prescription validity may include but is not limited to:
- written in ink or computer generated (must have handwritten signature)
- life of prescription according to legislative requirements
- adequate written instructions on the dosage regimen.

Patient details may include but are not limited to:
- full name and current address
- date of birth
- age if patient is under 12 years or elderly (over 70)
- weight of patient
- entitlement number, if any, under the Pharmaceutical Benefits Scheme eg concessional benefits
- Medicare number
- private health cover
- any allergies or adverse reactions to medications suffered in the past
- pre-existing medical conditions.

Regulatory requirements vary between:
- States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Pharmaceutical Benefits Scheme entitlements may vary according to:

- the social security status of the recipient eg concession card holders or repatriation beneficiaries
- patient eligibility and access.

Brand substitution guidelines may include but are not limited to:

- patient's requests
- prescribers' endorsement.

Prescription discrepancies and/or situations requiring additional assistance may include but are not limited to:

- incomplete or incorrect prescriber and/or patient details
- prescriptions out of date
- prescriptions marked 'cancelled' or otherwise such as to indicate that it has been dispensed and completed
- prescriptions for a narcotic drug written by the prescriber for self treatment
- request for excessive quantities.

Difficulties in filling prescription may include but are not limited to:

- out of stock
- restricted drug
- time factor eg compounded products requiring lengthy preparation time
- potential contra-indication as identified in patient history.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to accepting prescriptions for dispensing.
- Consistently asking critical questions of patient in regard to verifying patient details. These questions should follow industry protocols, for example: What is your full name and current address? Have you had this medicine before? If the patient is a child under 12 years, or an elderly person, ask for their date of birth. If the child is under 2 years, ask for their weight. Have you had prescriptions dispensed at this pharmacy before? Are you taking complementary medication at the moment? Have you had any allergies or adverse reactions to medications in the past? Do you have any pre-existing medical conditions? What is your Medicare number?
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, empathy, tact and confidentiality.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Collecting, interpreting and applying prescription information accurately and responsibly.
- Identifying and understanding different types of prescriptions and entitlements.
- Demonstration of the ability to source, record and disseminate prescription information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - accepting prescriptions for dispensing
  - confirmation of patient and prescriber details
  - checking prescription to ensure validity and completeness.

- Operational knowledge of the Pharmaceutical Benefits Scheme including:
  - patient eligibility and access
  - payments for general patients (non cardholders) and concessional patients
  - co-payments.

- Skills in the following areas:
  - collecting, analysing and organising relevant information from a variety of sources
  - preparing and organising information in regard to prescription information.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - being empathetic and understanding
  - maintaining confidentiality and privacy
  - demonstrating tact
  - following set routines and procedures
  - solving problems.

- Language, literacy and numeracy skills appropriate to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - accepting prescriptions for dispensing
  - tactfully asking critical pre-determined questions to verify patient and prescriber details
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - checking prescriptions to ensure validity and completeness
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist
  - following pharmacy procedures and legislative requirements.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to accepting prescriptions and operational knowledge of the Pharmaceutical Benefits Scheme. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to accepting prescriptions.
Assessment Resources

- This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - PBS information
  - industry codes of practice
  - state and federal legislation as appropriate.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of prescriptions.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPDIS202A Delivery of medication

Unit Descriptor
This unit involves procedures for the collection of medication by the patient within the pharmacy, delivery of medication outside the pharmacy, and the relaying of medication information from the pharmacist to the patient. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Prerequisite Unit(s)
WRPDIS101A Accept prescriptions for dispensing

Unit Sector
Dispensary

ELEMENT PERFORMANCE CRITERIA

1. Deliver medication to patient within the pharmacy
   1.1 Medications that are assembled in interim holder are checked for completeness as to the product, quantity and patient name against the prescription.
   1.2 Request is made to pharmacist to provide counselling information to patient.
   1.3 At the time of delivery of medication, validation is made of the patient/agent and their dated signature is obtained.
   1.4 Where an agent accepts medication, the agent's address is obtained.

2. Deliver medication to patient outside of pharmacy
   2.1 Where medication is to be supplied outside the pharmacy, pharmacy procedures and legislative requirements are applied under pharmacist supervision.
   2.2 Medication to be delivered are securely packaged to ensure they are intact, ensure patient privacy and, where required, temperature requirements are adhered to.
   2.3 Delivery details are organised, ensuring pharmacy security and privacy procedures are followed.
   2.4 Delivery documentation is completed and authorised.

3. Relay information to patient under the direction of the pharmacist
   3.1 Information contained on pharmacy and cautionary/advisory labels is relayed to patient in accordance with Commonwealth/State/Territory legislation under the direction of the pharmacist.
   3.2 Effective communication and questioning techniques are used to affirm the patient's understanding of the directions.
   3.3 Patient is provided the opportunity to ask questions, request further information or seek pharmacist's assistance where appropriate.
   3.4 Situations requiring additional assistance are referred to the pharmacist according to pharmacy policy and legislative requirements.
   3.5 Confidentiality, tact and privacy is maintained at all times while interacting with patients and/or passing on relevant information to the pharmacist and/or other pharmacy staff.
   3.6 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the use of concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By relaying information to patients on medication.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By obtaining the necessary patient information from the pharmacist, selecting and collating this data in a suitable format and conveying it in a logical manner.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning tasks associated with delivering medication in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff to support and enhance the delivery of medicine.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in documentation associated with delivery and in relaying information to patients.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with delivery and information sharing, resolving problems which are routine and involving pharmacy staff and/or the pharmacist where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data or information may be required to be accessed or recorded using technology in relation to delivery and information sharing.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to delivering/supplying medication.
## Prescription interim holders may include but are not limited to:

- plastic bags
- baskets.

## Prescriptions may include but are not limited to:

- National health prescription
- repatriation scripts or Veteran Affairs scripts
- private scripts
- doctors bag orders
- dental
- veterinary.

## Delivery of medications may include:

- handing over medications to patients or their nominated agents within the pharmacy
- external delivery by post or other form of delivery eg pharmacy staff member, courier.

## Patients may include but are not limited to:

- patients, clients or their agents, varying in age, gender
- patients with routine or special requests
- patients with special needs eg elderly, non-English speaking background, infant etc
- regular and new patients
- people from a range of social, cultural or ethnic backgrounds, religions, and physical and mental abilities and may be unwell, grieving, drug affected or upset.

## Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

## Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's
- Professional Practice Standards
- Codes of conduct/ethics.
**Pharmacy procedures for external delivery involving the pharmacy staff member may include but are not limited to:**

- ensuring that delivery information is correct on parcel/s
- ensuring that medication is left with a nominated person, not left in a letterbox or doorstep
- ensuring the delivery person understands delivery procedures for medication, including obtaining a signature from the nominated person
- ensuring the patient has been given the pharmacy's contact details.

**Delivery documentation may include but is not limited to:**

- patient/nominated agent details
- address to be delivered to
- pharmacy contact details
- cold chain requirements

**Directions for medication use may include but is not limited to:**

- ensuring the patient understands-
- dosage regimen (e.g., dose time in relation to food)
- frequency
- duration of treatment
- special storage requirements
- written instructions (prepared by pharmacist) for outside delivery of medication.

**Pharmacy and cautionary/advisory labels may include but are not limited to:**

- name, address and telephone number of the pharmacy
- name, strength and form of drug
- expiry date and quantity
- batch number of the product
- name of the patient
- date of dispensing
- directions for the correct use of the medicine as prescribed by the prescriber
- storage directions (if appropriate)
- possible side effects e.g., drowsiness.

**Effective communication techniques may include but are not limited to:**

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e., avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Awareness of the circumstances/situations under which referral to the pharmacist is indicated may include but is not limited to:

- repeat presentation of prescription
- suspected forged signature
- full name not included
- request for counselling and therapeutic advice
- patient's indication of non compliance.

Companion sales may include:

- pharmacy products/services aimed at assisting patients reach desired health outcome.

**EVIDENCE GUIDE**

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulations and codes of practice in regard to the delivery of medication either within the pharmacy or external deliveries to homes, aged care facilities etc.
- Evidence of the ability to consistently use effective communication techniques to accurately relay information from the pharmacist to the patient or agent while maintaining an awareness of the need for discretion, empathy, tact and confidentiality.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Demonstrating the ability to source, record and disseminate relevant information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - distribution of prescriptions - who can do what and when
  - brand substitution
  - relaying label information
  - providing non-therapeutic advice
  - referral to pharmacist
  - delivery of medication.

- Skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to prescription verification.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - solving problems.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

Unit WRPDIS101A Accept prescriptions for dispensing is a prerequisite for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

• Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  • delivering medication to patients within the pharmacy
  • delivering medication to patients outside of the pharmacy
  • relaying information to patients with confidentiality and tact and under the direction of the pharmacist.
  • suggesting companion sales where appropriate.
• Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to delivery of medication and situations requiring intervention or referral to the pharmacist. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
• Completing workplace documentation relevant to delivery of medication.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

• A real or simulated pharmacy environment.
• Relevant documentation such as:
  • pharmacy policies and procedures
  • industry codes of practice
  • delivery details
  • state and federal legislation as appropriate.
• Access to a range of patients with different requirements (real or simulated).
• Access to a range of medications.
• A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPDIS303A Assist in dispensary operations

Unit Descriptor
This unit is concerned with developing a basic working knowledge of drug categories, identifying the dispensary assistant's duties and involves procedures for assisting the pharmacist prepare prescriptions and medication records within the dispensary area. All tasks are carried out under the direct supervision of the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Prerequisite Unit(s)
WRPDIS101A Accept prescriptions for dispensing
WRPDIS202A Delivery of medication

Unit Sector
Dispensary

ELEMENT PERFORMANCE CRITERIA

1. Identify responsibilities of a dispensary assistant

1.1 Duties of a dispensary assistant are identified and applied according to pharmacy policies, standards, infection control guidelines and relevant legislation.

1.2 Limitations to the role of a dispensary assistant are identified according to pharmacy policy and legislative requirements.

1.3 Laws and regulations applicable to the pharmacy staff member working within the dispensary area are identified.

1.4 Dispensary work flow design and/or forward pharmacy concepts and protocols are identified and applied according to pharmacy procedures and legislative requirements.

2. Develop drug knowledge

2.1 Major drug groups are identified.

2.2 Common examples of drugs in each group and their expected effect are identified.

2.3 Storage and location requirements for drugs are identified.

2.4 Common medication form abbreviations are identified.
3. Prescription preparation

3.1 Prescription and medication record is referred to pharmacist for clinical evaluation.

3.2 Prescription/patient data is accurately and confidentially entered into dispensary computer/records according to legal requirements and pharmacist is alerted to any previous medical history, interactions or allergies.

3.3 Labels are prepared in accordance with legal requirements, ensuring they are legible.

3.4 Appropriate cautionary and advisory instructions are incorporated into label or attached separately.

3.5 Prescribed medications are selected in the desired form, calculated according to the prescription, measured in the appropriate devices, and the correct quantity packaged into a suitable container under pharmacist supervision.

3.6 Labels are correctly fixed to containers after the pharmacist has checked them against the prescription order in accordance with pharmacy procedures.

3.7 Packaged items are checked for accuracy.

3.8 Prescription medications are supplied to patient/agent after counselling by pharmacist or assembled appropriately for collection under pharmacist supervision.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating information relative to prescriptions either verbally or in written form (including labelling).</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By researching information sources relative to dispensary operations, gathering drug classification and dispensary assistant related information and by selecting and collating this data in a suitable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising activities associated with preparation of prescriptions in conjunction with the pharmacist's activities.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff, at an appropriate level in dispensary operations and encouraging participation and contribution to pharmacy objectives.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in undertaking the preparation and measurement of prescriptions.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with the development of drug classification knowledge and identifying the responsibility of a dispensary assistant associated with dispensary operations; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in developing drug classification knowledge and prescription preparation. Information may be accessed or recorded using technology in relation to the processing of prescriptions.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to assisting the pharmacist in dispensary operations.

Dispensary assistant duties (under the direct supervision of a pharmacist) may include but are not limited to:
• perform routine maintenance procedures on computers
• perform clerical functions associated with prescription dispensing
• receive stock, order, unpack, check and put away dispensing stock
• check expiry dates and rotate stock
• prepare Pharmaceutical Benefits Scheme claims
• pack stock from large containers into smaller containers
• select pre-packed stock from shelves under direction of pharmacist
• stamp and collate prescription forms
• prepare and attach dispensing labels to containers
• arrange all documentation and medicines for checking by pharmacist
• set out dispensed medication into dose administration containers, provided the setting out is checked by a pharmacist after the addition of each drug to the container.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics.
Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Limitations to the role of the dispensary assistant include not being authorised to:

- receive prescriptions over the telephone
- interpret prescriptions
- discuss or counsel a patient concerning any aspect of the content of a prescription
- prepare any medicine prescribed for a patient requiring extemporaneous production, including the reconstitution of mixtures, eye drops
- enter prescription records into a prescription recording system until a pharmacist personally checks each patient's medication history before the dispensed medicine is supplied
- decide the brand to be used in dispensing generic prescriptions
- hand out a dispensed prescription unless a pharmacist has reviewed the patient's medication history, finally checked the dispensed medicine for accuracy, compliance with the prescriber's intentions and ensured that the supply is consistent with the safety of the patient
- select or alter the storage conditions of medicines.

Dispensary work flow procedures may include but are not limited to:

- features of forward pharmacy
- work flow designs.

Drug groups and related examples may include but are not limited to:

- Expected effects may include but are not limited to

  Analgesics and anti-inflammatory agents - paracetamol/codeine, diclofenac:
  - Modify the extent to which we feel pain

  Viral and anti-bacterial agents, anti-fungals or antibiotics - amoxycillin, acyclovir:
  - Prevent the replication of the virus/bacteria

  Anti-coagulants - warfarin:
  - Inhibit the clotting mechanisms with the blood circulation
Anti-depressants - fluoxetine, sertraline:
  • Improve the patient's mood or sense of well being

Anxiolytics and hypnotics - diazepam, flunitrazepam:
  • Lessen anxiety and/or to promote sleep

Anti-diabetic agents - insulin, metformin:
  • Balance the levels of insulin in body

Anti-epileptics - phenytoin, carbamazepine:
  • Modifying the electrical conduction within the brain

Anti-gout agents - allopurinol, colchicine:
  • Inhibit the production of uric acid and reduce the inflammatory response

Anti-malarials - chloroquine:
  • Interfere with the life cycle of the parasite

Corticosteroids - prednisolone, betamethasone:
  • Generally act as an anti-inflammatory agent

Diuretics - frusemide, amiloride:
  • Increase urinary output

Gastro-intestinal agents - ranitidine, aluminium hydroxide/magnesium hydroxide/simethicone:
  • Treat hyperacidity and/or protect the gastric lining

Anti-histamines - dexchlorpheniramine:
  • Decreases the inflammatory response to allergic reactions

Cholesterol and lipid lowering agents - simvastatin, atorvastatin:
  • Lowers levels of LDL cholesterol

Asthma treating agents - salbutamol, budesonide:
  • Help to open the airways and/or prevent the inflammatory processes accompanying asthma

Hormonal Preparations - levonorgestrel/ethinyloestradiol, cyproterone:
  • Contraception, hormone replacement therapy etc.
Heart preparations -
digoxin, sotalol:
• Affect heart rhythm and pumping action/strength

Anti-hypertensives -
enalapril, captopril:
• Reduce the pressure in the circulatory system.

Osteoporosis preparation -
alendronate:
• Increase bone density and mass

Storage and location
requirements may include
but are not limited to:
• sequential positioning along shelves
• alphabetically arrangement
• controlled substances under specific storage conditions
• grouping of pharmacist only medication
• refrigeration.

Medication form and
related abbreviations may
include but are not limited
to:
• Tablet Tab
• Capsule Cap
• Suspension -Susp
• Drops -Gutt
• Cream -Cr

Prescriptions may be:
• handwritten or electronically generated and may include
  an order by a pharmacist.

Labels may be typed,
written or electronically
generated and may
include but are not limited
to:
• the name of the patient, or in the case of an animal the
  name of the owner of that animal and the type of animal
• the name of the drug/generic name
• the date of dispensing or supply and where applicable an
  identifying code/number
• the name, address and telephone number of the
  pharmacy at which the prescription was dispensed
• directions for the correct use of the medicine as
  prescribed by the prescriber
• directions for storage and expiry date of the drug or
  medicine
• prescriber’s name
• the words ‘KEEP OUT OF REACH OF CHILDREN’.

Dispensing records/data
and related patient
medication history may
include but is not limited
to:
• patient details as required by state regulations eg date if
  birth, weight, known allergies and/or history of adverse
  drug reaction, or any matters relating to drug dependency
• prescriber details as required by state regulations
• quantity of goods, strength as required by state
  regulations
• brand of substance dispensed if other than the brand
  prescribed
Measuring devices may typically include:

- manual or electronic tablet counters and measuring cylinders.

Packaging/containers may include:

- boxes, cartons, packs, bottles, child resistant packaging

Accuracy of checked items may include but is not limited to:

- correct product
- quantity
- placement of labels to expose expiry date and batch number.

Product range may include but is not limited to:

- non-scheduled products
- pharmacy medicines
- pharmacist only medicines
- prescription only medicines
- controlled drugs.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulations and codes of practice in regard to assisting with dispensary operations, including:
  - preparing prescriptions
  - maintaining patient and prescription data, especially privacy aspects
  - referring to the pharmacist all queries requiring therapeutic advice
  - relaying information to patients.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently collecting, interpreting and conveying drug group information accurately and responsibly.
- Consistently planning and organising dispensary operations activities in collaboration with colleagues to meet priorities.
- Demonstration of the ability to source, record and disseminate relevant dispensary information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to assisting the pharmacist with dispensary operations and prescription preparation and processing.
- Skills and knowledge in the following areas:
  - dispensary assistant duties and limitations
  - prescription preparation under pharmacist supervision
  - dispensary workflow procedures
  - collecting, analysing and organising dispensary information from a variety of sources
  - accepting prescriptions for dispensing and checking details on the prescription
  - preparing and organising information in regard to prescription preparation and assisting in the dispensary
  - delivery of medication within and outside the pharmacy
  - relaying label information.
- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - demonstrating empathy and tact
  - solving problems.
- Language, literacy and numeracy skills appropriate to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

This unit is to be assessed in the workplace under workplace conditions. Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

Units WRPDIS101A *Accept prescriptions for dispensing* and WRPDIS202A *Delivery of medication* are prerequisites for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - referring prescriptions and patient medication records to the pharmacist for clinical evaluation
  - entering prescription/patient data into dispensary software
  - selecting prescribed medicines
  - preparing and fixing relevant prescription labels
  - checking medications for accuracy under the direction of the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy policies, standards and guidelines with regard to assisting the pharmacist with dispensary operations and prescription preparation including the dispensary assistants responsibilities and limitations. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to dispensary operations.
Assessment Resources

- This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment and should relate specifically to pharmacy policies, procedures and range of stock and equipment.

Resources may include:

- A real pharmacy dispensary environment, including dispensary software
- Relevant documentation such as:
  - pharmacy policies and procedures
  - prescriptions (real or simulated)
  - industry codes of practice, standards and guidelines
  - state and federal legislation where appropriate.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of medications and related equipment.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPDIS304A Assist in dispensary administration

Unit Descriptor
This unit involves the use and application of the dispensary information technology system. It requires knowledge of the dispensary hardware and software in use, and the ability to enter, retrieve, and use information as required for the purposes of completing administrative tasks. This competency may apply to a range of work roles in the pharmacy.

Prerequisite Unit(s)
WRPDIS303A Assist in dispensary operations

Unit Sector
Dispensary

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Perform dispensary administration tasks with the use of a computer | 1.1 Pharmacy and legislative privacy procedures and guidelines are identified and applied whilst performing administrative tasks.  
1.2 Relevant dispensary software and hardware systems are applied to a range of dispensary tasks.  
1.3 Dispensary administrative systems are used to complete tasks according to pharmacy procedures and legislative requirements. |
| 2. Maintain dispensary information | 2.1 Dispensary system information is updated as required and backed up regularly to ensure data is secure.  
2.2 Pharmacist is informed promptly of changes in the data stored in dispensary information system.  
2.3 Confidentiality of dispensary information is maintained. |
| 3. Assist pharmacist to process patient information | 3.1 Valid prescription data is entered into dispensary information system in accordance with Commonwealth, State and/or Territory legislation.  
3.2 Accuracy of patient details are confirmed and entered into dispensary information system according to the pharmacy procedures.  
3.3 Patient medication profile is created and maintained for patients using prescription, pharmacist only medicines and/or other medications.  
3.4 Confidentiality, tact and privacy are maintained at all times whilst processing patient/prescription information. |
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating ideas and information relative to computer use, maintenance of dispensary information, processing patient information and labelling with pharmacy staff and the pharmacist.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying information sources relative to dispensary administration, gathering information relative to procedures, legislation, operations (computer and retail/dispensing) and labelling; selecting and collating this data in a suitable format and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising activities associated with administering dispensary operations for pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff in suitable aspects of administration tasks encouraging participation and contribution to pharmacy operations.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in aspects of general administration tasks.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with computer use, maintenance of information, processing patient information and labelling associated with dispensary administration; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in performing dispensary administration, maintaining information databases, processing patient information and preparing labels.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to assisting in dispensary administration.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics.

Pharmacy dispensary hardware system may include but is not limited to:

• main hard drive
• one or more floppy drives
• various controller boards for peripheral devices
• keyboard, screen, printers and modem.

Pharmacy dispensary software system may include:

• proprietary software
• spreadsheets, word processing, accounting packages
• customer, supplier, stock, and equipment hire databases.
Dispensary administrative computerised tasks may include but are not limited to:

- updating patient records - demographic details, entitlement numbers
- maintaining prescriber records
- maintaining medication/drug records
- maintaining dispensing/prescription records
- maintaining supply of cautionary and advisory information ready for use
- financial management reports - number and value of prescriptions dispensed
- stock control reports
- Pharmaceutical Benefits Scheme claims
- government claims
- management accounting - customer accounts, equipment hire, budgets and forecasting
- backing up system and maintaining security - daily, weekly and system backups
- printing of consumer product information.

Accuracy of patient details may include but is not limited to:

- name, current address, date of birth
- concessional/entitlement numbers and categories eg pension
- allergies, medical conditions and other medications taken
- name of patient's doctor
- Medicare numbers.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient medication profile may include but is not limited to:

- date of birth
- approximate weight and height of the patient
- any known chronic medical conditions or incapacities
- allergies or history of adverse drug reaction
- any known and relevant lifestyle factors eg history of drug dependency, use of non-pharmacy health care services or therapies
- other medications including OTC, complementary products, prescription etc.

Confidentiality should include:

- verbal or written communication
- the maintenance of electronic records.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to performing dispensary administration tasks, including:
  - maintaining dispensary information system
  - assisting pharmacist to process patient information.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients/other pharmacy staff while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to read, accurately interpret and consistently apply instructions for performing dispensary administrative tasks.
- Demonstration of the ability to source, record and disseminate dispensary administration information.
- Identifying and understanding different types of dispensary documents.
- Consistently making effective use of time and resources by prioritising tasks.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to performing dispensary administrative tasks.
- Skills in the following areas:
  - collecting, analysing and organising dispensary information from a variety of sources
  - preparing and processing information in regard to dispensary administration
  - using the dispensary information technology system.
- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - solving problems.
- Language, literacy and numeracy skills appropriate to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

Unit WRPDIS303A Assist in dispensary operations is a prerequisite for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - using a computer to record and maintain dispensary information
  - assisting the pharmacist to process prescription information.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to dispensary administration including the range of labels used in the dispensary and their correct application. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to dispensary administration.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy dispensary environment, including dispensary hardware and software.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - industry codes of practice and relevant legislation
  - state and federal legislation as appropriate.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of administrative tasks (real or simulated).
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
### WRPDIS305A Assist in dispensary stock control

**Unit Descriptor**
This unit involves procedures for maintaining a dispensary stock control system, according to standard operating procedures in compliance with statutory and legal requirements. This competency may apply to a range of work roles in the pharmacy.

**Prerequisite Unit(s)**
WRPDIS303A Assist in dispensary operations

**Unit Sector**
Dispensary

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of stock procurement procedures | 1.1 Stock procurement procedures are identified according to pharmacy policy and procedures.  
1.2 Stock procurement systems are accurately compiled, maintained and data is securely stored. |
| 2. Ordering and receiving dispensary stock | 2.1 Orders for pharmaceutical stock are generated as requested according to pharmacy policies and procedures.  
2.2 Stock received is unpacked promptly and checked in accordance with legal requirements and pharmacy procedures.  
2.3 Stock received is reconciled against delivery documentation, noting any discrepancies.  
2.4 Dispensary stock data is accurately entered into dispensary computer system, where appropriate.  
2.5 Dispensary stock is labelled with shelf tickets where appropriate.  
2.6 Procedures for accepting stock back for disposal from patients/customers is identified and applied.  
2.7 Dispensary products are stored according to manufacturer's specification, pharmacy policy and legislative requirements. |
| 3. Perform drug storage tasks | 3.1 Temperature sensitive products are identified.  
3.2 Drug storage procedures are identified and applied in accordance with Commonwealth/State/Territory legislation.  
3.3 Storage conditions are monitored and maintained according to manufacturer's instructions, pharmacy procedures and legislative requirements.  
3.4 Dispensary security procedures are applied in line with pharmacy policy and legislative requirements.  
3.5 Controlled drugs are brought to the attention of the pharmacist according to legal requirements.  
3.6 Procedures are implemented to detect similar packaging and similarly named products to minimise storage errors.  
3.7 Product recall procedures are identified and applied where appropriate. |
4. Perform dispensary stock control

4.1 Dispensary stocktaking documentation and procedures are identified and performed according to pharmacy policy and guidelines.

4.2 Shelf labels of discontinued products and those temporarily unavailable are removed after the final dispensary stock item is taken from the shelf, according to pharmacy policy.

4.3 Dispensary stock level requirements are determined and reported to the pharmacist for verification.

4.4 Dispensary stock discrepancies are investigated and reported to the pharmacist.

5. Perform dispensary stock waste disposal

5.1 Expired, damaged and/or returned stock marked for disposal are identified.

5.2 Controlled substances, toxic, caustic, flammable and/or cytotoxic materials are identified and disposed of in accordance with pharmacy policy, legislative requirements and infection control guidelines.

5.3 Health and safety requirements are adhered to during the disposal of dispensary stock.

5.4 Dispensary stock records are updated following disposal.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating ideas and information relative to stock procurement, ordering and receiving, drug storage, dispensary stock control and waste disposal with pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying information sources relative to dispensary stock control, gathering information on procurement, ordering and receiving, drug storage, stock control and waste disposal, selecting and collating this data in a suitable format and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising activities associated with dispensary stock control for pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff in stock procurement, ordering and receiving, storage and waste disposal; encouraging participation and contribution to effective dispensary stock control.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in all aspects of maintaining effective control of dispensary stock.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with procurement, ordering and receiving, drug storage and waste disposal associated with dispensary stock control; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in accessing information relative to stock control management. Information may be accessed or recorded using technology in relation to procurement, ordering and receiving, drug storage, stock control tasks and waste control.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to assisting in dispensary stock control.

Stock procurement procedures may include but are not limited to: • determining the present state of stock holding • determining the quantity/available discounts/order frequency • generating the order • cash flow considerations • anticipated demand.

Stock procurement and incoming stock documentation may include but is not limited to: • purchase orders • invoices/statements • packing slips • credit slips • standing orders • electronic data interchange forms.

Dispensary stock ordering may be: • written, verbal or electronically transmitted.

Dispensary stock reconciliation against received products may include but is not limited to: • checking dispensary stock received against order placed • reporting shortages, breakages and other deviations and arranging for credit/reimbursement • products requiring refrigeration being delivered in a satisfactory condition.

Dispensary stock may include but is not limited to: • scheduled products • formulary drugs and non-formulary drugs • products with the required integrity as well as those whose integrity have been compromised eg. damaged, contaminated or deteriorated dispensary stock • routinely handled products and products requiring special handling eg. refrigerated stock • raw materials for compounding and manufacturing • equipment used in dispensary area, including disposable equipment.
Shelf tickets may include but are not limited to:
- PDE number
- drug name
- pack quantity
- strength.

Storage conditions may include but are not limited to:
- correct temperature
- cold chain requirements
- humidity, light, security
- ventilation
- correct storage of hazardous substances
- layout/location.

Dispensary security procedures may include but are not limited to:
- control of access to dispensary area
- access and control of keys
- control of dispensary record keeping
- appropriate disposal of documents and information waste.

Dispensary stock control procedures may involve but are not limited to:
- maintaining storage conditions
- dispensary stock rotation
- keeping dispensary stock undamaged
- monitoring expiry dates
- aiding dispensary stock selection
- implementing procedures to detect similar packaging/similar names of medication.

Dispensary stocktaking documentation and procedures may include but are not limited to:
- departmentalising the dispensary area
- conducting the stock take - eg using portable data entry systems, POS
- reconciling the results.

Dispensary stocktaking calculations may be:
- performed manually or electronically.

Records may be recorded:
- manually or through the use of computer based systems and be in print form and/or in an electronic system.

Dispensary stock for disposal may include but is not limited to:
- obsolete or expired products
- returned patient dispensary stock
- damaged stock
- recalls.
Disposal may include but is not limited to:

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

Procedures for pharmaceutical waste disposal must be performed:

- under pharmacist supervision and in accordance with Local/Commonwealth/State/Territory legislation and regulations.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

• Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to dispensary stock control tasks including:
  • identify and storing dispensary products
  • procurement and stocktaking procedures
  • maintenance of storage conditions
  • location and positioning of dispensary products
  • risk management procedures to minimise selection errors
  • safe and legal disposal of dispensary waste.
• Identification and application of the procedures for the return of dispensary stock including - the procedures for returning pharmacy products to supplier/manufacturer and procedures for returned goods from customer to pharmacy.
• Evidence of the ability to consistently use effective communication techniques to provide information to patients/other pharmacy staff while maintaining an awareness of the need for discretion, tact and confidentiality.
• Evidence of the ability to read, accurately interpret and consistently apply instructions for performing dispensary stock control tasks.
• Demonstration of the ability to source, record and disseminate stock control information.
• Identifying and understanding different types of dispensary stock control documents.
• Consistently making effective use of time and resources by prioritising tasks.
• Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to:
  - ordering and receiving dispensary stock
  - storage and security of dispensary stock
  - performing a dispensary stock take
  - stock rotation and product positioning procedures
  - product return and recall procedures
  - waste disposal of dispensary stock.

- Skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to stock control in the dispensary.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - demonstrating tact
  - solving problems.

- Language, literacy and numeracy skills appropriate to the job role and function.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

Unit WRPDIS303A Assist in dispensary operations is a prerequisite for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - ordering and receiving dispensary stock
  - performing drug storage tasks
  - performing dispensary stock control
  - disposing of dispensary waste.
- Written and/or oral questioning to assess knowledge and understanding of relevant dispensary stock control procedures including methods of disposal of dispensary stock and drug storage requirements. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to dispensary stock control.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures for dispensary stock control
  - industry codes of practice
  - state and federal legislation as appropriate.
- Access to a range of stock control tasks and related products/equipment/documentation.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRPDIS306A Assist in dispensary housekeeping/maintenance**

**Unit Descriptor**
This unit involves procedures for dispensary housekeeping/maintenance following appropriate health and safety practices. This competency may apply to a range of work roles in the pharmacy.

**Prerequisite Unit(s)**
WRPDIS303A Assist in dispensary operations

**Unit Sector**
Dispensary

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Perform dispensary housekeeping/maintenance duties | 1.1 Dispensary housekeeping/maintenance procedures are identified and performed in line with pharmacy policy and legislative requirements.  
1.2 Housekeeping procedures are performed to ensure dispensary area is kept clean, using appropriate cleaning materials and methods, to avoid cross-contamination and/or accidents in accordance with industry guidelines.  
1.3 Tools and equipment are cleaned and used in accordance with manufacturer’s instructions, legislative requirements and infection control guidelines.  
1.4 Equipment and consumable materials are maintained and stored correctly after use in line with pharmacy policy. |
| 2. Follow appropriate health and safety practices in the dispensary area | 2.1 Procedures to achieve a safe working environment in the dispensary are identified, followed and maintained.  
2.2 All unsafe situations are identified and reported to the pharmacist according to pharmacy policy and legislative requirements.  
2.3 Pharmacy policy and legislative requirements regarding correct manual handling practices are identified and applied.  
2.4 All housekeeping/maintenance routines are carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to pharmacy policy.  
2.5 Dispensary area access controls are identified and adhered to. |
**KEY COMPETENCIES**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating ideas and information with pharmacy staff regarding the preparation of unit dose administration containers.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to housekeeping, maintenance and health and safety in the dispensary; collating it in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning, scheduling and supervising activities associated with housekeeping and maintenance in the dispensary for pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff in developing housekeeping, maintenance and health and safety issues in the dispensary, encouraging participation and contribution to effective pharmacy operation.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in housekeeping and maintenance activities.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with housekeeping, maintenance and health and safety, in the dispensary; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in undertaking dispensary housekeeping and maintenance. Information may be accessed or recorded using technology in relation to health and safety in the dispensary.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to -

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to assisting in dispensary housekeeping/maintenance.

Dispensary housekeeping/maintenance procedures may include but are not limited to:
- equipment maintenance, cleaning and storage
- maintaining dispensary cleanliness
- maintaining drug information and material safety handling sheets
- stationery supplies and refurbishing.

Dispensary area may include but is not limited to:
- floors, walls, ceilings
- sinks
- benches-apparatus
- shelves
- containers
- dispensing containers
- clothing or similar items.

Cleaning methods may include but are not limited to:
- swabbing, washing
- sweeping, wiping
- disinfecting
- soaking
- de-scaling.

Cleaning materials may include but are not limited to:
- disinfectants at varying strengths
- chemical cleaning agents
- gloves, protective eyewear.

Cross-contamination may include but is not limited to:
- toxic substances contaminating products for internal or external use
- substances to which a person may be allergic, contaminating medications
- drug preparation.
Procedures to avoid cross-contamination may include but are not limited to:

- properly washing measures and spatulas with hot water and detergent after use
- ointment slabs, mortars and pestles washed with hot water and detergent
- tablet counting trays and equipment washed daily and properly dried.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Tools, equipment and consumable materials may include, but are not limited to:

- scales, balances and measures
- meters, gauges, beakers
- mixers, spatulas
- filters
- syringes
- pestle and mortars.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Procedures for achieving a safe working environment may include but are not limited to:

- identifying dangerous goods and substances
- correct handling, storage and disposal of goods
- application of Occupational Health & Safety guidelines
- ensuring shelves are not overstocked
- ensuring floors are not slippery or cluttered
- ensuring access to equipment (eg high shelves) is appropriate.
Dispensary area access controls may include but are not limited to:

- keys, swipe cards etc for access to remain with registered pharmacist
- person other than the pharmacist or dispensary assistant must be under direct supervision of pharmacist while in dispensing area.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to dispensary housekeeping/maintenance tasks.
- Evidence of the ability to consistently use effective questioning and active listening techniques to provide information to patients/other pharmacy staff while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to read, accurately interpret and consistently apply instructions for performing dispensary housekeeping/maintenance tasks including equipment maintenance and personal hygiene.
- Identifying and understanding potential hazardous circumstances.
- Demonstration of the ability to source, record and disseminate housekeeping/maintenance information.
- Identifying and understanding different types of dispensary housekeeping/maintenance documents such as OH&S manuals, safety procedures, material safety data sheets, etc.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to performing dispensary housekeeping/maintenance tasks in a safe manner.
- Knowledge of principles, techniques and skills in:
  - keeping the dispensary area and related equipment/tools clean
  - maintaining a healthy and safe working environment
  - following correct manual handling practices
  - adhering to dispensary area access controls
  - maintaining personal hygiene
  - following infection control guidelines.
- Skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to housekeeping/maintenance in the dispensary.
- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - demonstrating empathy and tact
  - solving problems.
- Language, literacy and numeracy skills appropriate to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
| Interdependent Assessment of Unit | Unit WRPDIS303A **Assist in dispensary operations** is a prerequisite for this unit.  
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.  
For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines. |
| Assessment Methods | The following assessment methods are suggested:  
• Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies.  
Tasks may include:  
• cleaning dispensary work areas and equipment  
• tidying dispensary work areas  
• maintaining dispensary equipment.  
• Written and/or oral questioning to assess knowledge and understanding of relevant dispensary housekeeping procedures including appropriate health and safety practices in the dispensary. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.  
• Completing workplace documentation relevant to dispensary housekeeping/maintenance. |
| Assessment Resources | • This refers to the resources that are necessary for undertaking the assessment.  
All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.  
Resources may include:  
• A real or simulated pharmacy dispensary environment.  
• Relevant documentation such as:  
  • pharmacy policies and procedures  
  • industry codes of practice  
  • state and federal legislation as appropriate  
  • housekeeping/maintenance procedures.  
• Access to a range of housekeeping/maintenance tasks and related equipment.  
• A qualified workplace assessor and/or a technical expert working in partnership with the assessor. |
WRPDIS307A Assist in preparing dose administration containers

Unit Descriptor
This unit involves procedures for assisting with packaging and/or pre-packaging of pharmaceutical products in dose administration containers, in accordance with legal and statutory requirements and under the supervision of the pharmacist. This competency may apply to a range of work roles in the pharmacy.

Prerequisite Unit(s)
WRPDIS303A Assist in dispensary operations

Unit Sector
Dispensary

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Set out materials for packaging | 1.1 Dose administration and packaging documentation, instructions and procedures are identified.  
1.2 Appropriate packaging materials and pharmaceutical products are identified and collected.  
1.3 The packaging work area and related equipment/apparatus complies with pharmacy specifications and legislative requirements. |
| 2. Pack or pre-pack products | 2.1 Bulk product/medicine is allocated to packaging machine/pre-packing apparatus in accordance with pharmacist instructions, occupational safety requirements and infection control guidelines.  
2.2 Dose administration containers are filled according to prescription requirements and verified by pharmacist.  
2.3 Packaging equipment is cleaned, stored and work area tidied according to pharmacy policy. |
| 3. Complete dose administration documentation | 3.1 Dosage administration container labels, including cautionary and advisory labels, are prepared and attached according to pharmacy procedures and legislative requirements.  
3.2 Dose administration documentation is completed under pharmacist supervision and maintained according to pharmacy procedures. |
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating ideas and information relative to packaging, packing and administration of dose administration containers with pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By researching information relative to assisting in the packaging of dose administration containers and collating this information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising activities associated with preparing to assist in the packaging of dose administration containers.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff in packing and administration of dose administration containers, encouraging participation and contribution to effective pharmacy operations.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in packaging and administration of dose administration containers.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with materials, packaging and administration of dose administration containers; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in measuring and packaging. Data or information may be accessed or recorded using technology in relation to dose administration procedures.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to:

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to assisting in preparing dose administration containers.

Dose administration and packaging documentation may include but is not limited to:
• service contracts
• orders/requisitions
• relevant records
• prescriptions.

Packaging procedures may include but are not limited to:
• workflow procedures
• personal hygiene and dress code
• cleaning, preparing and setting packaging machinery, equipment and/or counting trays
• maintaining appropriate storage area.

Packaging materials and products may include but are not limited to:
• dosage administration aids/containers
• tamper proof dose administration containers
• webster - style containers
• heat seal or press seal equipment
• durable dosette boxes
• formulary drugs and non-formulary drugs eg special access scheme drugs
• routine handling products and products requiring special handling and/or storage.

Packaging equipment/apparatus may be operated manually or automatically and may include but are not limited to:
• scales, measures
• irons, heat sealing equipment
• tweezers
• gloves.

Storage and work area conditions may include but are not limited to:
• correct temperature
• humidity, light
• security
• ventilation
• isolation and correct storage of hazardous substances.
Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics.

Infection control guidelines may include but are not limited to:
• handwashing
• wearing gloves and appropriate protective clothing
• sterilising, disinfecting and/or cleaning equipment.

Dose administration container labels may include but are not limited to:
• name of the patient
• pharmacy details including name, address, telephone number
• name, strength and form of all medicines supplied in the container
• directions for use of each medicine as prescribed
• date on which the container was filled
• any cautionary and advisory labels for the particular substance where appropriate, and "KEEP OUT OF REACH OF CHILDREN".

Maintenance of dose administration documentation may include but is not limited to:
• filing
• indexing
• sending copies to relevant personnel.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to assisting in the preparation of dose administration containers, including:
  - quality checking procedures by pharmacist
  - referring to the pharmacist any changes in the prescription or medication dosage.
- Consistently performing work in a safe manner and in accordance with legislative requirements.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients/other pharmacy staff while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to read, accurately interpret and consistently apply instructions for assisting in the preparation of dose administration containers.
- Demonstration of the ability to source, record and disseminate relevant information.
- Identifying and understanding different types of dispensary documents.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to assisting in the preparation of dose administration containers.
- Knowledge and application of basic hygiene and the importance of maintaining clean equipment and working environment.
- Knowledge and application of pharmacy policies and procedures, in regard to:
  - personal hygiene and use of protective clothing
  - the importance of maintaining a clean working environment and equipment
  - storage requirements and the rationale for different types of products
  - identification and handling of products
  - preparation/printing of labels
  - packaging and pre-packing medicines/products into dosage administration containers
  - completing and maintaining dose administration and packaging documentation.
- Skills in:
  - communicating and interacting appropriately with colleagues, health care practitioners, other clients and patients
  - preparing and organising information in regard to assisting in the preparation of dose administration containers.
- Knowledge of pharmacy procedures/workflow/checking procedures and safety in regard to:
  - various pack sizes and appropriateness
  - purpose of information to be shown on medicine packs eg product name, expiry date.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - solving problems.
- Language, literacy and numeracy skills appropriate to the job role and function eg documenting packaging information and recording procedures.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

Unit WRPDIS303A Assist in dispensary operations is a prerequisite for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - setting out materials for packaging
  - packing or pre-packing goods
  - completing dose administration documentation.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to preparing dose administration containers and related documents. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to dose administration.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy dispensary environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - industry codes of practice and relevant legislation.
- Access to a range of medication.
- Access to a range of packaging equipment and related products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRPMAR301A Market and promote pharmacy products and services area**

**Unit Descriptor**
This unit deals with planning promotional strategies. It covers establishing a customer profile for promotional activities and using that information to create, implement and evaluate effective promotional strategies. This competency may apply to a range of work roles in the pharmacy.

**Unit Sector**
Marketing

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify market characteristics | 1.1 Promotional product and service range is identified.  
1.2 Target audience is identified.  
1.3 Demographics are described in terms of customer segments.  
1.4 Promotional strategies are developed in collaboration with relevant individuals and groups. |
| 2. Develop promotional strategies | 2.1 Promotional strategies are developed in line with pharmacy marketing strategy and legislative requirements.  
2.2 Existing promotions are evaluated identifying their strengths and weaknesses.  
2.3 Competitors' promotions are evaluated identifying their strengths and weaknesses.  
2.4 Promotional strategies are submitted for approval where appropriate in accordance with pharmacy policy. |
| 3. Determine type and availability of promotional resources | 3.1 Promotional resources selected are appropriate for the venue, product and needs of customers.  
3.2 Promotional facilities and equipment are available in the required timeframes.  
3.3 Promotional resource costs are within budget allocations according to pharmacy policy.  
3.4 Liaison with relevant individuals and groups is undertaken to ensure availability and access to equipment and resources. |
| 4. Plan promotional strategy implementation | 4.1 Liaison with product supplier for promotional materials is undertaken according to pharmacy procedures.  
4.2 Location of promotional display, use of colour and signage is planned for visual impact.  
4.3 External advertising of promotion is appropriately planned in accordance with pharmacy procedures.  
4.4 Agreed adjustments are promptly communicated and implemented. |
| 5. Implement promotional strategy | 5.1 Promotional strategy is implemented in accordance with stated plan, following pharmacy and legislative requirements.  
5.2 Promotional display is constructed in line with visual merchandising principles to maximise impact. |
6. Evaluate promotional strategy

6.1 Promotional strategy is evaluated against sales turnover, customer feedback and pharmacy promotional standards.

**KEY COMPETENCIES**

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering views and opinions on marketing and promotion of products or groups of products, documenting ideas and information relative to the marketing and promotion strategy, and communicating relevant material to staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By researching information sources relative to marketing and promotion, gathering information relative to marketing strategies, targets markets, promotional resources, and existing promotions selecting and collating this data in a suitable format, and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning and organising the gathering of information, development of promotional strategies and coordinating implementation.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving staff in gathering information relative to markets and establishing resource availability; encouraging participation and contribution to development of strategies and in agreeing implementation plans.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in identifying and acquiring resources, developing promotional strategies and devising implementation processes.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with information gathering, resource acquisition, and the development and implementation of market strategies associated with marketing and promotion; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in gathering market information, resource acquisition, and developing marketing strategies. Data or information may be required to be accessed or recorded using technology in relation to market characteristics, resource acquisition, promotional strategies and implementation methodologies.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to marketing and promoting pharmacy products and services area.

Target audience may include but is not limited to: • existing client base • potential customers.

Demographics of customer segments may include but is not limited to: • age • gender • membership to specialty clubs.

Pharmacy promotional strategies may involve and/or include but are not limited to: • target market/market research • store image • visual merchandising • store layout and space availability • pricing policies • feedback from customers/staff • the current industry context • the overall business context • seasonal trends • maximising customer impact • a specific product or service (new or existing) eg special clubs • developing a house brand catalogue.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Promotions may include:

- external and in-store activities or may be corporate or locally based.

Promotional resources/equipment may include but are not limited to:

- display fixtures
- brochures
- people
- stationery/posters/photographs
- products
- furniture
- stands/shelves
- demonstration equipment.

Promotions may include but are not limited to:

- displays
- window dressing
- loyalty clubs
- companion selling
- advertising
- catalogues/newspapers/posters
- suppliers
- buying groups.

Pricing policies may include:

- long term and short term, internal and external considerations.

Customers may include:

- people from a range of social, cultural and ethnic backgrounds and physical and mental abilities and may include corporate or individual sources.
Individuals and groups may include but are not limited to:

- pharmacists
- customers/patients/clients
- pharmacy technicians/assistants
- dispensary assistants
- retail/front of shop managers
- consultants
- external para professionals
- members of professional bodies
- supplier/buying groups.

Methods for liaising with others may include but is not limited to:

- E-mail
- telephone
- fax
- face to face.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, procedures, standards and guidelines, industry legislation, regulations and codes of practice in regard to marketing and promoting pharmacy products and services area including:
  - identifying market characteristics and target audience
  - developing promotional strategies and implementation plans
  - determining the type and availability of promotional resources
  - implementing and evaluating promotional strategies.
- Evidence of the ability to consistently use effective communication techniques to communicate with others regarding the marketing and promotion of pharmacy products and services.
- Demonstration of the ability to source, record and disseminate market characteristic and promotional information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to marketing and promoting pharmacy products and services area.
- Knowledge of and compliance with pharmacy policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing/marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - occupational health and safety.
- Knowledge and understanding of:
  - pharmacy merchandise and service range
  - store merchandising plan
  - range and availability of new and existing products and services
  - customer demand and market trends
  - product quality standards
  - visual merchandising
  - demographics, target markets.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - solving problems.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across community pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - collaboratively planning, co-ordinating and implementing marketing and promotional activities based on identified market characteristics
  - developing, implementing and evaluating promotional strategies.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to marketing and promotion, including demographics and target markets.
- Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to marketing and promotion.
Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Access to a marketing budget (real or simulated).
- Access to a work team.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - information on merchandise and/or services range
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPQUA401A Conduct an external audit of the quality system

**Unit Descriptor**
This unit deals with the skills and knowledge necessary for preparing and conducting an external audit of the quality system against the industry quality standard. This competency may apply to a range of work roles.

**Prerequisite Unit(s)**
- THCGQA01A Apply quality standards and procedures
- BSXFML309A Support continuous improvement systems and processes

**Unit Sector**
No sector assigned

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare for external audit | 1.1 Scope and detailed requirements of the planned pharmacy audit are determined in accordance with industry quality standards.  
1.2 Procedures and/or the pharmacy work area to be audited are identified.  
1.3 Documentation to identify conformance and non-conformance is developed. |
| 2. Conduct external audit | 2.1 Components of the quality system and work area to be audited are explained to pharmacy staff.  
2.2 Collaboration with relevant pharmacy staff to maximise continuous co-operation with the audit process is undertaken.  
2.3 Relevant evidence is sighted, reviewed and evaluated.  
2.4 Areas/instances of non-conformance are identified and noted. |
| 3. Record and report findings on external audit | 3.1 Findings from the audit process are documented in the required format.  
3.2 Findings and recommendations for corrective action(s) are presented to relevant stakeholders. |
| 4. Follow-up corrective action | 4.1 Action plan developed to improve the pharmacy quality system is reviewed.  
4.2 Any corrective actions identified during previous audits are recalled and recorded. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By providing clear requirements and instructions in conducting external audits of the pharmacy's quality systems.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By accessing, analysing and evaluating evidence associated with quality audits of the pharmacy.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By developing, implementing and evaluating programs for quality audit of the pharmacy.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By seeking co-operation from staff members in implementing compliance for external audit of quality system in the pharmacy.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>By interpreting and evaluating quality systems data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By solving complex problems in communicating requirements and ensuring conformance in the pharmacy’s quality systems.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology is likely to be employed in gathering evidence and conducting analysis of the pharmacy’s quality systems.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to conducting an external audit of the quality system.
Industry quality standards may include but are not limited to:

- quality assurance
- customer service
- document and data control
- process control
- handling and storage
- training

Relevant pharmacy audit documentation may include but is not limited to:

- enterprise quality manual
- checklists
- any documentation related to the quality elements being audited
- customer complaints
- training records
- certification documentation from clients/suppliers
- material/equipment specifications.

Components of quality system may include but are not limited to:

- management responsibility
- contract review
- design control
- document and data control
- purchasing
- control of customer-supplied product
- product identification and traceability
- process control
- inspection and testing
- statistical analysis
- inspection and test status
- control of nonconforming product
- corrective and preventative action
- handling, storage, packaging, preservation and delivery
- control of quality records
- quality audits
- training
- servicing
- control of inspection, measuring and test equipment.

Evidence may include but is not limited to:

- documentation
- storage and location of materials/products.

Conformance may include but is not limited to:

- compliance with relevant pharmacy industry codes of practice in regard to quality procedures.
Non-conformance may include but is not limited to:
• failure to comply with relevant pharmacy industry codes of practice in regard to quality procedures
• failure to follow-up on corrective action required by external auditor.

An audit checklist may include but is not limited to:
• team standards
• pharmacy standards
• staff member certification
• pharmacy medicines protocol
• pharmacy refrigerator temperature record
• pharmacy medicines
• pharmacist only medicines
• cold chain management
• pharmacy presentation
• clinical advice
• special orders
• customer complaints, feedback
• business plan
• marketing plan
• customer retention
• cash flow
• performance benchmarking
• position description
• recruitment and selection
• staff appointments, orientation, induction, rosters, training, performance, safety awareness
• checklists for quick reference contact, safety, security
• pharmacy incident/intervention log book
• armed robbery prevention
• pharmacy display record
• patient medication, prescribed medicines and medicine delivery protocols
• pharmacy referral
• durable medical equipment protocol.

Information sources may include but are not limited to:
• quality team standards
• audit documents
• safety procedures
• quality (certification or registration) requirements
• standard operating procedures (SOPs)
• work instructions.

Quality manuals and procedures:
• may be based on industry quality standards.
Standards applying to the tasks undertaken in the workplace include but are not limited to:

- OHS legislation and codes
- Australian standards.

Communication may involve but is not limited to:

- manager/owner
- supervisor
- quality team leader/co-ordinator.

Stakeholders may include but are not limited to:

- pharmacy staff
- pharmacy owner
- The Pharmacy Guild of Australia
- The Pharmaceutical Society of Australia
- State and Territory Pharmacy Boards
- other government or statutory bodies.

Recording and reporting findings may involve:

- verbal responses
- written report
- presentations.
The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit: This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to conducting an external audit of the quality system.
- Consistently applying effective communication strategies before, during and after an audit.
- Demonstrating knowledge of all necessary data/documentation/records required for audit purposes and the ability to collect and analyse this information.
- Recognition of non-conformance items and the ability to record non-conformance items for future auditing purposes.
- Demonstration of the ability to source, record and disseminate quality system audit information.
- Evidence of the ability to consistently use effective communication techniques to prepare and provide relevant information to others.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to conducting an external audit of the quality system.
- Operational knowledge of pharmacy industry policies and procedures in regard to:
  - enterprise quality system, relevant national and international quality standards and protocols
  - audit process
  - continuous improvement principles
  - importance of identifying and reporting non conformance
  - documentation processes
  - workplace communication reporting requirements and procedures.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - developing and managing routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - recording and preparing information in regard to conducting an external audit of a quality system.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

Units THCGQA01A Apply quality standards and procedures and BSXFML309A Support continuous improvement systems and processes are pre-requisites for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - conducting a review of data and reports obtained from audit records
  - preparing documentation for development of the audit process
  - gathering and analysing feedback from management regarding the implementation of the external audit
  - following pharmacy industry procedures
  - written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to applying quality standards and procedures
  - completing workplace documentation relevant to conducting an external quality audit.
- Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - quality system manuals/procedures
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPM301A Co-ordinate pharmacy staff

Unit Descriptor
This unit requires a level of competency involving informing, coaching and motivating other staff and creating an environment in which pharmacy staff are motivated to achieve common objectives. This competency may apply to a range of work roles in the pharmacy.

Unit Sector
Quality and People Management

ELEMENT PERFORMANCE CRITERIA

1. Inform staff members
   1.1 New staff members are introduced to their work team and inducted according to pharmacy policy.
   1.2 All staff informed of expected standards of work and behaviour required by pharmacy policy in a manner and at a level and pace appropriate to the individual.
   1.3 All staff communication and motivation programs are implemented according to pharmacy policy.
   1.4 Product area targets are compared to individual/team results.
   1.5 Staff meetings are conducted to address issues within area of authority according to pharmacy policy.

2. Coach on the job
   2.1 Opportunities are taken to coach staff members who are unfamiliar with specific procedures and policies.
   2.2 Staff members are made aware of the work application of the skill or job being taught.
   2.3 A systematic approach to coaching is enlisted including explanation and demonstration where appropriate.
   2.4 Staff in training are encouraged by positive comments and feedback from the trainer.
   2.5 Feedback during instruction is designed to help staff in training learn from their mistakes.
   2.6 Staff in training are encouraged and guided to evaluate their own performance and analyse it for improvement.
   2.7 Performance of staff in training is evaluated according to pharmacy policies and procedures.

3. Motivate staff
   3.1 Strengths and weaknesses of staff members are identified against current and anticipated work requirements.
   3.2 Individual staff members are encouraged to contribute to discussion and planning of team objectives/goals.
   3.3 Team objectives/goals are updated and reviewed on a regular basis in consultation with relevant staff members.
   3.4 Positive and constructive relationships are developed with and between staff members.
   3.5 All staff members are treated fairly, equally and with respect.
   3.6 Confidentiality and tact is demonstrated.
   3.7 Individual responsibility for developing competence is accepted and realistic objectives identified.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By undertaking the communications process associated with informing, coaching and motivating staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By gathering information in staff meetings, from staff coaching sessions, and individual motivation activities, selecting and collating this data in a suitable format, and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning and organising activities associated with informing, coaching and motivating staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By informing, coaching and motivating staff, encouraging participation and contribution to pharmacy objectives.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in informing and coaching staff.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with informing, coaching and motivating staff; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in informing and coaching shop staff. Data or information may be required to be accessed or recorded using technology in relation to staff motivation.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to -

State/Territory/Commonwealth:  • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to the co-ordination of pharmacy staff and human resources issues.
Staff may:

- come from a range of social cultural and ethnic backgrounds
- have varying degrees of language, literacy and numeracy levels
- work during routine or busy trading conditions
- vary in numbers according to pharmacy rostering system
- vary in employment status eg casual, part-time, full-time.

Staff induction may include but is not limited to:

- formal training program
- one-to-one coaching/mentoring.

Work standards and behaviour may include but are not limited to:

- timelines
- attitude
- personal presentation.

Communication with staff may be:

- face to face or written, individually or in groups/teams.

Product area targets may include but are not restricted to:

- new customers
- repeat business
- sales targets
- inquiries
- promotions and displays.

Coaching may be done frequently or infrequently, formally or informally and may vary according to:

- peak trading times
- special events
- promotion
- refurbishment
- individual staff requirements and characteristics.

Evaluating own performance may include but is not limited to:

- checklists
- tests, quizzes
- pharmacy standards.

Team objectives/goals may include but are not limited to:

- sales techniques
- personal presentation
- product area targets.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to co-ordinating pharmacy staff, including:
  - communicating with staff
  - mentoring, coaching, inducting and motivating staff
  - conducting staff meetings
  - reviewing performance objectives.
- Consistently evaluating own performance and demonstrating commitment to reviewing pharmacy objectives/goals.
- Evidence of the ability to provide feedback and evaluation of staff accurately and responsibly according to pharmacy policies and procedures.
- Consistently demonstrating awareness of and commitment to product sales targets.
- Demonstration of the ability to source, record and disseminate pharmacy staff information.
- Evidence of the ability to consistently use effective communication techniques to prepare and provide relevant information to others.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to co-ordinating pharmacy staff.
- Knowledge and application of pharmacy policies and procedures and legislative requirements, in regard to:
  - workplace ethics
  - work teams
  - trainee assessment
  - staff counselling and disciplinary procedures
  - work/overtime periods
  - meetings procedures.
- Knowledge and understanding of:
  - pharmacy organisational structure
  - rights and responsibilities of employers and employees in the pharmacy workplace
  - employment classifications - full/part-time, casual.
- Knowledge of principles and techniques in interpersonal relations skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non-verbal communication
  - team leadership.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - solving problems.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - communicating with staff
  - directing staff
  - inducting new staff
  - coaching/mentoring staff
  - conducting staff meetings.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to co-ordinating staff, including procedures and legislation required by staff members to perform effectively. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to staff co-ordination.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - staffing information
  - industry codes of practice
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor and organise staffing levels</td>
<td>1.1 Staffing levels and rosters in designated areas are maintained within budget, according to pharmacy policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Staff are rostered according to anticipated sales peaks, in line with pharmacy policy and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Staff members are informed of individual rosters according to pharmacy policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Corrective action is taken as needed according to staff availability.</td>
</tr>
<tr>
<td>2. Maintain staffing records</td>
<td>2.1 Staff records are created and maintained in accordance with pharmacy policy and relevant awards and agreements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Security of staff records is maintained according to pharmacy policy and procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Confidentiality, tact and privacy are maintained while interacting with pharmacy staff.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating information relative to staff rosters and staffing levels with pharmacy staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By gathering staff records, selecting and collating this data in a suitable format and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning and organising activities associated with pharmacy staffing.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving pharmacy staff members in processes associated with staffing.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in developing staffing plans and monitoring budgets.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with maintaining staffing levels, rostering staff, and the maintenance of staff records; accessing suitable support within or outside the shop to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data or information may be required to be accessed or recorded using technology in relation to organising staffing levels and rosters, and maintaining staff records.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for staff management and relates to the unit as a whole. The following variables may be present but are not limited to:

- State/Territory/Commonwealth: legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to human resources issues and staffing requirements.
Staffing levels may vary according to:

- peak trading times
- special events
- promotion
- stock take
- seasonal fluctuations.

Staffing requirements may include but are not limited to:

- full-time
- part-time
- temporary/casual.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Corrective action may include but is not limited to:

- offering overtime
- calling in casuals.

Staff records may be manual or in electronic form, and may include but are not limited to:

- attendance
- leave entitlements eg annual, sick
- training
- performance appraisals
- discipline/counselling.

Staff records security may include but is not limited to:

- passwords for computer systems
- locked file cabinet
- restricted location.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to:
  - managing and monitoring staffing levels with budgetary constraints
  - maintaining rosters and records in consideration of anticipated sales
  - communicating with staff.
- Demonstration of the ability to construct rosters which meet statutory requirements and pharmacy needs.
- Consistently applying state and local statutory requirements/regulations including relevant industry awards/agreements.
- Demonstration of the ability to source, record and disseminate pharmacy staffing information.
- Evidence of the ability to consistently use effective communication techniques to prepare and provide relevant information to others.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

• Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to managing staffing levels and maintaining rosters.

• Knowledge and application of pharmacy policies and procedures and legislative requirements, in regard to:
  • workplace ethics
  • work teams
  • staffing rosters
  • personnel records
  • staff counselling and disciplinary procedures
  • work/overtime periods
  • meetings procedures.

• Knowledge and understanding of:
  • pharmacy organisational structure
  • rights and responsibilities of employers and employees in the pharmacy workplace
  • employment classifications full/part-time, casual
  • forms of work in pharmacy
  • major changes affecting pharmacy workplaces
  • anticipated sales levels
  • peak times
  • seasonal fluctuations.

• Knowledge of principles and techniques in interpersonal relations skills, including:
  • giving feedback
  • performance analysis
  • questioning/listening/observation
  • group presentation
  • team motivation
  • negotiation
  • verbal and non verbal communication
  • team leadership.

• Operational skills and techniques in:
  • communicating ideas and information
  • maintaining confidentiality and privacy
  • working with others and in teams
  • planning and organising activities
  • managing routines and procedures
  • solving problems.

• Language, literacy and numeracy skills relevant to the role and workplace requirements.

• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
**Context of Assessment**

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

**Interdependent Assessment of Unit**

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

**Assessment Methods**

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - developing rosters
  - informing staff of individual rosters
  - dealing with contingencies
  - maintaining roster records.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures and legislative requirements with regard to managing staffing levels. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to rostering staff.
Assessment Resources This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - staffing information eg rosters
  - industry codes of practice
  - state and federal legislation as appropriate.
- Access to a range of customers with different requirements (real or simulated).
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPCS101A Meet and greet pharmacy customers

Unit Descriptor
This unit covers the process of meeting and greeting pharmacy customers to create a positive first impression to establish rapport with and identify the needs of the customer. This requires the application of pharmacy policy and procedures and appropriate industry legislation. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Service

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acknowledge and greet</td>
<td>1.1 Timing of customer approach is determined and applied.</td>
</tr>
<tr>
<td>customers</td>
<td>1.2 Customer is acknowledged and greeted according to pharmacy policy and procedures.</td>
</tr>
<tr>
<td>2. Establish rapport with</td>
<td>1.3 Where appropriate, customer's name is identified and used in line with pharmacy procedures.</td>
</tr>
<tr>
<td>customers</td>
<td>2.1 Communication with customers is conducted in an open, professional and friendly manner.</td>
</tr>
<tr>
<td></td>
<td>2.2 Customer needs are identified through careful observation, active listening and effective questioning.</td>
</tr>
<tr>
<td></td>
<td>2.3 Confidentiality, tact and privacy are maintained at all times whilst interacting with customer and/or passing on relevant information to the pharmacist and/or other pharmacy staff.</td>
</tr>
<tr>
<td></td>
<td>2.4 Situations requiring additional assistance are recognised and referred to appropriate staff or pharmacist according to pharmacy guidelines and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.5 Customer requests for products and/or services are completed efficiently and politely in accordance with pharmacy procedures.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating with customers and other pharmacy staff.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By gathering information relative to customer needs and providing it to appropriate staff in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with meeting and greeting customers in conjunction with other assigned activities.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with staff to support and enhance customer contact.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in meeting customer requests for products and services.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with customer needs which are not within defined guidelines, resolving those which are routine and involving appropriate colleagues where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in recording data or information in relation to customer needs.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to -

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to meeting and greeting pharmacy customers, including - • contact with customers/patients, which may include, but is not limited to - • face-to-face interactions • answering the telephone • accepting prescriptions/invoices • interaction with other team/pharmacy staff members • interaction with pharmacist • staff appearance and presentation • quality systems, standards and guidelines.

Customers may include but are not limited to: • patients with routine or special requests • regular and new customers • people from a range of social, cultural or ethnic backgrounds • people with varying physical and mental abilities • people who may be unwell, drug affected or upset • members of related pharmaceutical industries eg. suppliers, representatives • internal customers.

Customer needs may include but are not limited to: • information regarding pharmacy facilities and services • location of specific products within the pharmacy • information regarding location of other local services eg. doctor’s surgery, dentist, physiotherapist • non-therapeutic information • requests for pharmacy medicines and/or therapeutic advice - which must be handled by the pharmacist.

Effective communication techniques may include but are not limited to: • using open and/or closed questions • speaking clearly and concisely • using appropriate language ie avoiding highly technical terms in inappropriate contexts • giving the patient/customer your full attention and maintaining eye contact • non-verbal communication eg. body language, personal presentation • clear, legible writing.
Demonstrating confidentiality may include but is not limited to:

- written or verbal communication
- communication between internal and external customers
- opaque packaging of purchases.

Situations requiring additional assistance may include but are not limited to:

- where the pharmacy staff member may require further advice from other pharmacy staff
- customer requests for excessive quantities
- customer requests for pharmacy medicines, pharmacist only and prescription medicines.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia’s Professional Practice Standards
- Codes of conduct/ethics.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policy, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to meeting customers, establishing rapport and identifying needs.
- Consistently demonstrating self-introduction techniques to customers and providing a welcoming environment by treating pharmacy customers in a courteous and helpful manner.
- Evidence of the ability to consistently use effective communication techniques such as questioning and active listening to communicate with pharmacy customers, while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently asking critical questions of customers to establish needs and expectations in relation to pharmacy products and services.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
- Demonstration of the ability to source, record and disseminate relevant information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - meeting and greeting pharmacy customers
  - identifying customer requirements
  - communication techniques
  - customer service
  - methods of dealing with special needs/requests of customers.

- Knowledge of:
  - goods and services provided by the pharmacy and their location within the pharmacy
  - location of relevant local community resources eg. x-ray centre, doctor’s surgery, dentist, hospital.

- Knowledge of the functions and procedures for operating telephones and other communication equipment.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - solving problems.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - greeting customers
  - identifying customer needs
  - passing on relevant information to the pharmacist an/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist
  - following pharmacy procedures.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to meeting and greeting customers, including referral of customers to the pharmacist. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to customer requests.

Assessment Resources

- All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - product information, eg. leaflets, brochures, manufacturer's instructions
  - local health services
  - local maps or directories
  - industry codes of practice, standards and guidelines
  - relevant state and federal legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of pharmacy products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRPCS102A Work effectively within the pharmacy industry**

**Unit Descriptor**
This unit provides an overview of the pharmacy industry, its governing legislative framework and the skills and knowledge required to effectively work within the pharmacy environment. This knowledge underpins effective performance of all work roles in the pharmacy and applies to all people working within the pharmacy industry.

**Unit Sector**
Service

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of the pharmacy industry | 1.1 Informal and/or formal information sources on the pharmacy industry are identified and accessed.  
1.2 The structure of the pharmacy industry and the roles and functions of industry associations/bodies are identified.  
1.3 Relevant industry standards, guidelines and legislation are identified and interpreted.  
1.4 Key pharmacy individuals and groups are identified.  
1.5 Common pharmacy/medical terminology to assist in effective day to day work performance within the industry is identified and applied. |
| 2. Determine the roles and responsibilities in the pharmacy work environment | 2.1 The pharmacy organisation structure and related departments/sections are identified.  
2.2 Staff roles, responsibilities, limitations and locations within the pharmacy are identified in accordance with pharmacy policy and legislative requirements.  
2.3 Reporting procedures within the pharmacy are identified according to pharmacy policy.  
2.4 Career paths and employment/development opportunities within the pharmacy are identified. |
| 3. Work effectively within the pharmacy environment | 3.1 Relevant legislation, standards and guidelines and appropriate workplace practices are identified and applied.  
3.2 Confidentiality, tact and privacy are demonstrated between individuals and groups within and outside the pharmacy work environment.  
3.3 Individuals and groups from all cultural groups are valued and treated with respect and sensitivity.  
3.4 Notification of shift availability is given without undue delay according to pharmacy policies and procedures.  
3.5 Staff rosters/work schedules are interpreted and punctually adhered to. |
| 4. Communicate in the pharmacy workplace | 4.1 Information is communicated to others accurately using the appropriate method or technology.  
4.2 Where appropriate, message or information is recorded and passed on promptly according to pharmacy procedures.  
4.3 Courtesy and pharmacy protocols are observed in all workplace interactions. |
5. Participate in work teams and meetings

5.1 Work team goals are jointly identified.
5.2 Individual tasks are identified, prioritised and completed within designated time frames according to work schedule.
5.3 Assistance is actively sought or provided by approaching other team members when required.
5.4 Constructive feedback provided by other members in the team is encouraged, acknowledged and acted upon.
5.5 Participation in team meetings is consistent with the purpose of the meeting and pharmacy protocols.

6. Maintain personal presentation

6.1 Personal presentation is consistent with pharmacy policy and requirements.
6.2 Personal hygiene is maintained according to pharmacy policy and government legislation.

7. Follow routine instructions

7.1 Work instructions are received and acted upon according to pharmacy procedures.
7.2 Effective communication techniques are used to gather and understand relevant instruction information.
7.3 Pharmacy information relevant to particular tasks is assessed, comprehended and acted upon within designated timelines.

8. Process pharmacy workplace documents

8.1 Pharmacy workplace documents relevant to job function are identified and accessed.
8.2 Information from a range of pharmacy workplace documents is accurately read, interpreted and processed according to pharmacy procedure.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information, views and opinions from staff, policy statements and other sources on the industry, sharing views with staff relative to individual roles within the industry.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By researching information relative to working in the industry and collating it in a useable format and applying it to the work role.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with being an effective member of the industry, in conjunction with assigned activities.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with staff to support and enhance objectives.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in following routine instructions and processing workplace documents.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with working effectively, communicating, following routine instructions and processing documents which are not within defined guidelines, resolving those which are routine and involving colleagues where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be utilised in following routine instructions and processing workplace documents.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to -

- State/Territory/Commonwealth: legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to working effectively within the pharmacy industry.
Informal and/or formal information sources may include but are not limited to:

- informal/formal discussion with stakeholders
- health services directories
- reading of brochures/journals/reference books
- trade and general media
- industry publications
- product updates and launches
- promotional seminars
- direct contact with other organisations
- internet and other electronic media
- training/education sessions
- pharmacy policy and procedure manuals/documentation
- relevant industry/enterprise quality standards
- industry associations and organisations
- personal observation and experience.

Industry associations and bodies may include but are not limited to:

- peak or professional bodies
- unions
- buying groups
- industry training associations.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia’s Professional Practice Standards
- Codes of conduct/ethics.

Individuals and groups may include but are not limited to:

- pharmacists
- customers/patients/clients
- pharmacy technicians/assistants
- pharmacy managers
- consultants and other external para professionals
- members of professional bodies
- suppliers/buying groups.
Common pharmacy/medical terminology: • will include those specific terms commonly used in day to day activities.

Pharmacy organisation structure may include but is not limited to: • pharmacist • dispensary assistant • pharmacy assistant • front of shop manager • pharmacist manager • specialised service providers • beauty consultants.

Pharmacy departments/sections may include but are not limited to: • professional services area • dispensary • counselling area • professional trading and general trading areas • unpacking and storage area.

Staff responsibilities may vary according to: • level of experience/qualifications • legal and safety obligations • reporting requirements • level of autonomy and initiative expected.

Reporting procedures may include but are not limited to: • written or electronic forms

Pharmacy policies and procedures may include but are not limited to: • workplace ethics and protocols • out of hours work • contact with customers/patients • interaction with other stakeholders • staff appearance and presentation • quality systems, standards and guidelines • processing workplace documentation • health, safety and security procedures.

Demonstrating confidentiality and tact may include but is not limited to: • written or verbal communication between internal and external customers.
Cultural differences may include but are not limited to:

- race, language
- disabilities
- age, gender
- sexual preference.

Sensitivity to pharmacy stakeholders with possible cultural differences may include but is not limited to:

- using verbal and non verbal communication
- using gestures or simple words where language barriers exist.

Methods of communication or communication technologies may include but are not limited to:

- writing, speaking, listening, demonstrating or presenting
- technology including telephones, mobiles phones, fax, pagers, answering machines, computer, e-mail.

Pharmacy protocols may include but are not limited to:

- using correct forms of greeting
- presenting the organisation in a positive way in all interactions
- maintaining confidentiality and privacy
- applying discretion and tact.

Constructive feedback may include:

- positive or negative feedback from a peer in collaboration on a task or by way of learning new skills.

Teams may include but are not limited to:

- small work teams, pharmacy work groups, department groups/teams
- management, other staff members, external representatives
- full-time, part-time, casual staff or trainees.

Meeting protocols may include but are not limited to:

- complying with decisions made at a meeting
- observing meeting conventions
- participating as needed during the meeting.

Personal presentation may require adherence to pharmacy policies and government legislation in regard to personal hygiene and self presentation such as:

- wearing a uniform
- displaying name badges
- personal grooming
- use of jewellery
- use of makeup.
Workplace instructions may be verbal or written and may include but are not limited to:

- senior staff and/or pharmacist instructions
- relevant stakeholder instructions.

Effective communication techniques may include but are not limited to:

- all verbal and non-verbal interaction with individuals and groups in a range of appropriate interpersonal contexts.

Workplace documents (some requiring mathematical calculations) may include but are not limited to:

- stock sheets
- invoices
- timetables, staff record forms, time sheets
- credit slips
- product return slips
- telephone message pads
- credit notes
- customer orders
- promotional order forms
- agency documents
- prescriptions
- GST documentation and Business Activity Statements.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, procedures, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to working effectively within the pharmacy industry.
- Evidence of the ability to consistently use effective communication techniques to communicate with pharmacy individuals and groups both face to face and via other communication electronic equipment, while maintaining an awareness of the need for discretion, tact and confidentiality.
- Ability to access relevant information sources to gain knowledge of the pharmacy industry in regards to legislative requirements, pharmacy structure, roles, responsibilities and future training/development opportunities.
- Consistently and responsibly applying pharmacy policies and procedures, in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, performing allocated duties and personal presentation.
- Consistently applying pharmacy policies and procedures and legislative requirements, in regard to external/internal customer contact.
- Demonstrated ability to participate in group/team processes and meetings.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
- Demonstration of the ability to source, record and disseminate pharmacy industry information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and understanding of:
  - the pharmaceutical industry and relevant legislation
  - pharmacy organisational structure
  - rights, responsibilities and limitations of employers/employees in the pharmacy workplace
  - principles and practices of confidentiality
  - products schedules
  - medical/pharmaceutical terminology appropriate to the pharmacy work environment
  - career paths and employment opportunities.

- Operational knowledge of pharmacy policies and procedures, in regard to:
  - external and internal communication
  - hygiene and self presentation
  - meeting procedures
  - performing allocated duties and responsibilities
  - collecting, organising and processing relevant pharmacy information
  - reporting procedures
  - confidentiality and privacy
  - dealing with different cultural groups.

- Operational knowledge of:
  - products and services provided by the pharmacy
  - location of pharmacy departments/sections.

- Operational knowledge of pharmacy policies and procedures and legislative requirements in regard to:
  - workplace ethics
  - work instructions
  - shift availability or non attendance
  - staff rosters
  - interpersonal conflict
  - grievance procedures
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with pharmacy policies and procedures.

- Knowledge of the functions and procedures for operating communication equipment eg. email, facsimile telephone system.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - solving problems.

- Language, literacy and numeracy skills relevant to the
role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - providing service to customers
  - performing routine housekeeping duties
  - following routine instructions
  - communicating with others verbally, non verbally and in writing
  - answering the telephone
  - working in small teams or pharmacy work groups
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist
  - following pharmacy procedures.
- Written and/or oral questioning to assess knowledge and understanding of roles and responsibilities in the pharmacy work environment. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
  - Completing a range of relevant workplace documents.

Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - pharmacy industry and organisational information
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
BSXFML309A Support continuous improvement systems and processes

Unit Descriptor
Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

This competency may apply to a range of work roles in the pharmacy.

This is a customised version of a competency unit endorsed in the Business Services Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides and is not available on the NTIS, which will only reflect the original version.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Implement continuous improvement systems and processes
   1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority.
   1.2 The organisation's continuous improvement processes are communicated to individuals/teams.
   1.3 The manager's mentoring and coaching support endures that individuals/teams are able to implement the organisation's continuous improvement processes.

2. Monitor, adjust and report performance
   2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
   2.2 Customer service is strengthened through the use of continuous improvement techniques and processes.
   2.3 Plans are adjusted and communicated to those who have a role in their development and implementation.

3. Consolidate opportunities for further improvement
   3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan.
   3.2 Work performance is documented and the information is used to identify opportunities for further improvement.
   3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By inviting views and opinions on shop performance and communicating ideas and information relative to continuous improvement with colleagues.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying information sources relative to continuous improvement, gathering systems, policies, procedures and performance related information, selecting and collating this data in a suitable format, and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning and organising activities associated with monitoring performance and building a culture of continuous improvement into the work practices of colleagues.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving colleagues in setting goals and measuring achievement as a component of a continuous improvement culture.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in monitoring and measuring performance.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routines issues associated with establishing a continuous improvement culture; accessing suitable support within or outside the shop to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology is likely to be employed in monitoring and measuring performance in a continuous improvement environment.</td>
<td>2</td>
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</table>
RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present but are not limited to:

• State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to implementing and monitoring continuous improvement systems and processes.

The pharmacy’s continuous improvement processes may include but are not limited to:

• provision for short term planning within the pharmacy’s business plans
• team members taking responsibility for own outputs in work and learning
• provision of coaching support to assist individuals meet their performance requirements
• development of and ensuring staff awareness/understanding of key performance indicators
• applying known solutions to a variety of predictable problems
• interpreting available information, using some discretion and judgement in work responsibilities.

Customer service may include:

• internal or external, existing or new clients.

Savings and productivity/service improvements within the pharmacy may include but are not limited to:

• elimination of sub-standard delivery/more consistent service levels
• increased customer satisfaction and retention
• reduced customer price-sensitivity
• a heightened sense of teamwork between management and staff
• higher staff morale
• focussing management and staff on the factors that make a difference to customers and the business
• less dependency on individuals (management or staff)
• more effective use of time and resources.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

- Consistently applying pharmacy policy, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to implementing and monitoring continuous improvement systems and processes.
- Evidence of the ability to adjust plans, processes and procedures to improve performance.
- Evidence of the ability to support others to implement the continuous improvement system/process.
- Evidence of the ability to identify opportunities for further improvement.
- Demonstration of the ability to source, record and disseminate continuous improvement systems and procedures information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

- Knowledge and understanding of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to workplace continuous improvement systems and procedures and related documentation.
- Operational knowledge of pharmacy policies and procedures in regard to:
  - the principles and techniques associated with:
    - continuous improvement systems and processes
    - benchmarking
    - best practice
  - monitoring and evaluating systems, processes and procedures
  - the benefits of continuous improvement
  - the quality approaches which the organisation may implement
  - gaining the commitment of individuals/teams to continuous improvement
  - the methods that can be used in continuous improvement
  - consolidating opportunities for improvement
  - the pharmacy's recording, reporting and recommendation processes to facilitate continuous improvement.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - managing routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - recording and preparing information in regard to implementing and monitoring continuous improvement systems and processes
  - relating to people from a range of social, cultural and ethnic backgrounds in individual and group contexts
  - gaining the trust and confidence of colleagues
  - dealing with people openly and fairly
  - using consultation skills effectively
  - using coaching and mentoring skills to provide support to colleagues.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment
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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit
Unit THCGQA01A Apply quality standards and procedures is a prerequisite for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods
The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies.
  Tasks may include:
  - identifying opportunities for continuous improvement
  - identifying the benefits of continuous improvement
  - researching, analysing and interpreting information and reporting to the pharmacist and/or other pharmacy staff
  - recognising the barriers to continuous improvement and methods of overcoming them
  - mentoring a colleague
  - following pharmacy procedures.

- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to implementing and monitoring continuous improvement systems and processes. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

- Completing workplace documentation relevant to implementing and monitoring continuous improvement systems and processes.
Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - quality system manuals/procedures
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
Plan assessment

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish evidence required for a specific context

1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context

1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required

1.3 Specified evidence requirements:

1.3.1 assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current

1.4 Sufficient evidence is specified to show consistent achievement of the specified standards

1.5 The cost of gathering the required evidence is established

2. Establish suitable assessment method(s)

2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required

2.2 Opportunities to consolidate evidence gathering activities are identified

2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed

3. Develop assessment tools appropriate to a specific assessment context

3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context

3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context

3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed

3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur
4. Trial assessment procedure

4.1 Assessment methods and tools are trialed with an appropriate sample of people to be assessed.

4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.

4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial.

4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable.

## KEY COMPETENCIES

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</tr>
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<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>

## RANGE STATEMENT

Assessment system may be developed by:

- the industry through the endorsed component of Training Packages Assessment Guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above.
The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on the job or off the job
  - combination of both.
- Assessment Guidelines of Training Package or other assessment requirements

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

Appropriate Personnel may include:

- Assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists.
Appropriate procedure:  
- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed.

Assessment methods may include:
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.
Assessment environment and resources to be considered include:

• time
• location
• personnel
• finances/costs
• equipment
• materials
• OHS requirements
• enterprise/industry standard operating procedures.

Allowable adjustments may include:

• provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
• use of adaptive technology or special equipment (eg word processor or lifting gear)
• design of shorter assessment sessions to allow for fatigue or medication
• use of large print version of any papers.
EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

• Documentation in relation to:
  • specific assessment context, including the purpose of assessment
  • features of the assessment system
  • characteristics of the person being assessed
  • evidence of competency required
  • plan of opportunities for gathering the evidence required
  • assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
  • An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
  • An assessment procedure for the specific context.

Assessment requires evidence of the following processes to be provided:

• How the context of assessment was specified
• How the characteristics of the person(s) being assessed were identified
• Why a particular assessment method was selected
• How the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
• How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
• How the assessment tool was developed for the specified context
• How the assessment tool was validated and ratified by appropriate personnel.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.
Required knowledge and skills

- Knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret relevant information to plan assessment
  - give clear and precise information / instructions in spoken or written form
  - adjust spoken and written language to suit target audience
  - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
  - prepare required documentation using clear and comprehensible language and layout
  - calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

Consistency in performance

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

- Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.
Conduct assessment

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

Unit Sector
No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Identify and explain the context of assessment
   1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed
   1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed
   1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed
   1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed
   1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure
   1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed

2. Plan evidence gathering opportunities
   2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency
   2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified
   2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure

3. Organise assessment
   3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment
   3.2 Appropriate personnel are informed of the assessment
   3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel
4. Gather evidence

4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence.

4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools.

4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable.

4.4 The evidence gathered is documented in accordance with the assessment procedure.

5. Make the assessment decision

5.1 The evidence is evaluated in terms of:

5.1.1 validity
5.1.2 authenticity
5.1.3 sufficiency
5.1.4 currency
5.1.5 consistent achievement of the specified standard

5.2 The evidence is evaluated according to the dimensions of competency:

5.2.1 task skills
5.2.2 task management skills
5.2.3 contingency management skills
5.2.4 job/role environment skill
5.2.5 transfer and application of knowledge and skills to new contexts

5.3 Guidance is sought, when in doubt, from a more experienced assessor(s).

5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure.

6. Record assessment results

6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements.

6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.

7. Provide feedback to persons being assessed

7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed.

7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed.

7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged.
8. Report on the conduct of the assessment

8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure

8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure

8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

KEY COMPETENCIES

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RANGE STATEMENT

Assessment system may be developed by:
- the industry
- the enterprise
- a Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.
Specific assessment context may be determined by:

- purpose of the assessment, such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies.
- location of the assessment, such as
  - on the job or off the job
  - combination of both.
- Assessment Guidelines of the relevant Training Package or other assessment requirements
- features of assessment system.

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists.
Assessment procedure may include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.

- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment methods may include:

- work samples and/or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.
Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered may include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

Recording procedures may include:

- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above.

Assessment reporting:

- Final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- Summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.
EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements
- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that:
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.
Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required skills and knowledge
- Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Assessment guidelines of the Training Package Assessment and Workplace Training
- Planning of own work including predicting consequences and identifying improvements
- Skills in the application of various assessment methods/tools, relevant to workplace context
- Language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non-verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
  - Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:
- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

Consistency of performance:
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
Assessment context: Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.
BSZ403A
Unit Descriptor
This unit covers requirements to review assessment procedures in a specific context.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Review the assessment procedure(s) | 1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria  
1.2 The review process established by the enterprise, industry or registered training organisation is followed  
1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation  
1.4 Review activities are documented, findings are substantiated and the review approach evaluated. |
| 2. Check consistency of assessment decision | 2.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria  
2.2 The review process established by the enterprise, industry or registered training organisation is followed  
2.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation  
2.4 Review activities are documented, findings are substantiated and the review approach evaluated. |
| 3. Report review findings | 3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes  
3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met  
3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed |
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
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</tr>
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<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The range statement 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Assessment system may be developed by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.
- The assessment system should specify the following:
  - the purpose of assessment
  - competencies required of assessors
  - record keeping procedures and policies
  - any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
  - the appeal/review mechanisms and procedures
  - the review and evaluation of the assessment process
  - the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
  - relevant policies
  - quality assurance mechanisms
  - apportionment of costs/fees (if applicable)
  - marketing/promotion of assessment
  - verification arrangements
  - ausping arrangements, if applicable
  - partnership arrangements, if applicable.
Specific assessment context may be determined by:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.
Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability.
Characteristics of persons being assessed may include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability.

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists.

Assessment procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed.

Assessment methods may include a combination of:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given relating to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.
Allowable adjustments may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Assessment environment and resources to be considered

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

**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 the Training Package.

**Critical aspects of evidence**

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.
**Interdependent assessment of units:**

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

**Required knowledge and skills**

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources
  - document findings in summary form, graphs or tables
  - present findings in a short report to relevant personnel
  - make recommendations based on findings
  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s).
Resource implications:

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
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  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
BSZ404A Train small groups

Unit Descriptor
This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for training
   1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel
   1.2 Training objectives are matched to identified competency development needs
   1.3 Training approaches are planned and documented

2. Deliver training
   2.1 Training is conducted in a safe and accessible environment
   2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources
   2.3 Strategies and techniques are employed which facilitate the learning process
   2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)
   2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)

3. Provide opportunities for practices
   3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency
   3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

4. Review training
   4.1 Participants are encouraged to self-evaluate performance and identify areas for improvement
   4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance
   4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives
   4.4 Training details are recorded according to enterprise and legislative requirements
   4.5 Results of evaluation are used to guide further training
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RANGE STATEMENT

Relevant information to identify training needs includes:
- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:
- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.
Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons).

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions.
EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements
- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form
### Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

### Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (e.g., OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

### Resource implications

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

### Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.
PMLQUAL601A Conduct an internal audit of the quality system

Unit Descriptor
This unit deals with the skills and knowledge necessary for conducting an internal audit of the quality system within the pharmacy.

This competency may apply to a range of work roles in the pharmacy.

This is a customised version of a competency unit endorsed in the Laboratory Operations Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides and is not available on the NTIS, which will only reflect the original version.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for internal audit
   1.1 Analyse brief to determine the scope and detailed requirements of the planned audit.
   1.2 Identify procedures and/or the work area to be audited, and collect relevant documentation.
   1.3 Brief relevant personnel and allocate roles and responsibilities.
   1.4 Develop a detailed audit plan in consultation with relevant personnel.
   1.5 Develop a checklist to identify conformance and nonconformance.

2. Conduct audit
   2.1 Explain the components of the quality system and work area to be audited.
   2.2 Collaborate with relevant personnel to maximise continuous improvement and ownership of the audit process.
   2.3 Collect sufficient evidence to identify non-conforming aspects of the quality systems.
   2.4 Analyse evidence to identify suitable corrective action(s).

3. Report findings
   3.1 Document findings from the audit process in the required format.
   3.2 Present recommendations for corrective action(s).
   3.3 Provide strategies for the implementation of the corrective action(s)

4. Complete corrective action
   4.1 Develop and implement an action plan to improve the quality system.
   4.2 Consult with relevant personnel regarding the necessary strategies to improve the quality system.
   4.3 Evaluate and report the effectiveness of the corrective action after an agreed time interval.
   4.4 Ensure that relevant certification is maintained.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By providing guidance and leadership in conducting internal audits of quality systems.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By accessing, analysing and evaluating evidence associated with quality audits.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By developing, implementing and evaluating programs for quality audits.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By defining team objectives, formulating and evaluating team goals and monitoring and remedying team performance in implementing a quality system.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>By interpreting and evaluating quality systems data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By solving complex problems, evaluating outcomes and processes and anticipating problems in the quality systems.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology is likely to be employed in gathering evidence and conducting analysis of the quality systems.</td>
<td>2</td>
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</table>

RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present but are not limited to:

- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to conducting an internal audit of the quality system.
Relevant pharmacy audit documentation may include but is not limited to:

- enterprise quality manual
- any documentation related to the quality elements being audited
- customer complaints, feedback register
- training records
- data records
- certification documentation from clients/suppliers
- material/equipment specifications.

Pharmacy audit checklist may include but is not limited to:

- team standards
- pharmacy standards
- staff member certification workbooks
- pharmacy medicines protocol
- pharmacy refrigerator temperature record
- cold chain management procedures
- pharmacy presentation requirements
- business plan
- marketing plan
- customer retention plan
- cash flow records
- performance benchmarking
- position description
- recruitment and selection
- staff appointments, orientation, induction, rosters, training, performance, safety awareness
- checklists for quick reference contacts safety, security
- pharmacy incident/intervention log book
- armed robbery prevention
- pharmacy display record
- patient medication, prescribed medicines and medicine delivery protocols
- durable medical equipment protocol.

Components of the pharmacy’s quality system may include but are not limited to:

- management responsibility quality system
- contract review
- design control
- document and data control
- purchasing procedures
- control of customer-supplied product
- product identification and traceability
- process control
- inspection and testing
- statistical analysis
- inspection and test status
- control of nonconforming product
- corrective and preventative action
- handling, storage, packaging, preservation and delivery
- control of quality records
- quality audits
- training
- servicing
- control of inspection, measuring and test equipment.
Pharmacy information sources for collection of evidence may include but are not limited to:

- quality team standards
- audit documents
- safety procedures
- quality (certification or registration) requirements
- standard operating procedures (SOPs)
- work instructions.

Quality improvement tools and techniques to analyse evidence may include but are not limited to:

- run charts, control charts, histograms and scattergrams to present QC data
- PDCA (plan, do, check, act)
- Ishikawa fishbone diagrams, cause and effect diagrams
- logic tree
- similarity/difference analysis
- Pareto charts and analysis
- forcefield/SWOT analysis
- process capability.

Presenting recommendations for corrective action may involve:

- verbal responses
- written report
- judgement and recommendations
- data entry into laboratory or enterprise databases
- presentations.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to conducting an internal audit of the quality system.
- Evidence of the ability to recommend corrective action and monitor its effectiveness.
- Consistently applying effective communication strategies before, during and after an audit.
- Demonstrating knowledge of all necessary data/documentation/records and the ability to collect and analyse this information.
- Evidence of the ability to encourage suggestions and feedback from team members when developing and refining processes.
- Evidence of the ability to monitor and review the team's performance.
- Consistently applying effective problem identification and problem solving techniques.
- Demonstrating knowledge of preparing and maintaining quality and audit documentation.
- Recognition of non conformance items and the ability to make recommendations based on their findings.
- Evidence of the ability to initiate and evaluate corrective action and make appropriate adjustments.
- Demonstration of the ability to source, record and disseminate quality audit information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and understanding of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to conducting quality system audits and related documentation.
- Operational knowledge of pharmacy policies and procedures in regard to:
  - pharmacy quality system, relevant national quality standards and protocols
  - pharmacy audit process
  - continuous improvement principles
  - importance of identifying and reporting non conformance
  - documentation processes
  - problem solving techniques to identify causes and options to remedy problems
  - pharmacy workplace communication reporting requirement and procedures.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - developing and managing routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - recording and preparing information in regard to conducting an internal audit of a quality system.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

Units THCGQA01A Apply quality standards and procedures and BSXFML309A Support continuous improvement systems and processes are pre-requisites for this unit.

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods

The following assessment methods are suggested:

• Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  • conducting a review of data and reports obtained from audit records
  • preparing documentation for development of the audit process
  • gathering and analysing feedback from team members
  • gathering and analysing feedback from pharmacy management regarding the implementation of the internal audit.
  • following pharmacy procedures.

• Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to conducting an internal audit of the pharmacy quality system. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

• Completing workplace documentation relevant to conducting an internal quality audit.
Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - quality system manuals/procedures
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
THCGQA01A Apply quality standards and procedures

Unit Descriptor
This unit deals with the skills and knowledge necessary for the application and implementation of quality standards and procedures within the pharmacy. This competency may apply to a range of work roles in the pharmacy. This is a customised version of a competency unit endorsed in the Caravan Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides and is not available on the NTIS, which will only reflect the original.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Interpret quality standards
   1.1 Workplace standards are identified and interpreted.
   1.2 Organisation quality requirements are identified and understanding is confirmed.
   1.3 All documentation is handled and completed in accordance with organisation procedures.

2. Apply quality standards
   2.1 Standards are applied for individual and team related activities.
   2.2 Performance is compared to documented requirements.
   2.3 Non-compliance to quality standard is detected.

3. Report on workplace quality performance
   3.1 Quality system documentation is completed.
   3.2 All relevant data is recorded.
   3.3 Instances of non-compliance are recorded in standard format.
   3.4 Recommendations for improving workplace procedures/services/activities are communicated to appropriate personnel.

4. Participate in quality improvement
   4.1 Performance monitoring to ensure product or service standards are or improved is continued.
   4.2 Participation in organisation quality improvement processes occurs where applicable.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By sharing with staff, ideas and information relative to continuous improvement and quality performance.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to quality systems; collating it in a useable format and analysing personal performance.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with maintaining and monitoring quality work practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with staff to support and enhance the development of quality systems.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in performance monitoring.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with quality systems which are not within defined guidelines, resolving those that are routine and involving colleagues where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data or information may be required to be accessed or recorded using technology in relation to monitoring quality systems.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to applying quality standards and procedures.
Pharmacy workplace standards and quality requirements applicable to the ongoing operations and improvement of systems, processes and procedures may include but are not limited to:

- pharmacy design and environment
- pharmacy management
- pharmacy services
- cold chain maintenance
- pharmacy image and appearance
- customer access
- making stock easy to purchase
- cash flow and profit
- building up business
- staffing and staff performance
- security
- safety.

Quality documentation within a pharmacy may include but is not limited to:

- team standards
- pharmacy standards manual
- staff member certification workbooks
- pharmacy medicines protocol
- pharmacy refrigerator temperature record
- cold chain procedures
- pharmacy presentation checklist
- clinical advice book
- special order book
- customer feedback and complaint register
- business plan
- marketing plan
- customer retention plan
- cash flow forecast
- performance benchmarking
- position descriptions
- recruitment and selection process and staff exit process
- letters of appointment, pharmacist and pharmacy staff member
- staff orientation and induction documentation
- pharmacist and pharmacy staff rosters
- staff training plans
- staff performance review
- quick reference contact list
- safety and security checklists
- pharmacy incident/intervention log book
- armed robbery prevention/cash control
- pharmacy display records
- patient medication profiles
- prescribed medicines protocol
- medicines delivery protocol
- durable medical equipment records.
Pharmacy standards for individual and team related activities may include but are not limited to:

- being ready for business (pharmacy appearance including professional service area appearance, dispensary shelf labels, staff appearance)
- serving the customer
- assisting the pharmacist
- dealing with stock
- loss prevention (security, safety and emergency procedures).

Appropriate pharmacy staff may include but are not limited to:

- manager/owner
- supervisor
- quality team leader/co-ordinator.

Pharmacy quality improvement processes may include but are not limited to:

- integrating necessary actions into everyday routines
- confirming that existing actions already meet the required standard
- continuing to meet the standard on a consistent basis
- understanding and accepting the need for a standard in a particular area.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

- Consistently applying pharmacy policies, procedures, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to applying quality standards and procedures.
- Evidence of the ability to detect instances of non-compliance with quality standards and procedures and to recommend appropriate action.
- Evidence of the ability to make recommendations for improvements to quality standards and procedures.
- Demonstrating knowledge of methods of promoting the quality concept within the workplace.
- Evidence of the ability to operate effectively as a member of a workplace team.
- Evidence of the ability to communicate openly in the monitoring of procedures and quality practices.
- Demonstration of the ability to source, record and disseminate quality standards information.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

- Knowledge and understanding of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to workplace standards quality requirements and related documentation.
- Operational knowledge of pharmacy policies and procedures in regard to:
  - methods of providing feedback on quality standards to appropriate personnel
  - working with others and in teams
  - application of required standards
  - interpretation of standards
  - monitoring of performance
  - comparison of performance with requirements
  - preparation and presentation of recommendations.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - recording and preparing information in regard to quality standards and procedures.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - identifying workplace standards
  - noting and recording instances of non-compliance
  - passing on recommendations for workplace improvement to the pharmacist an/or other pharmacy staff
  - recognising opportunities for improving workplace procedures
  - following pharmacy procedures.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to applying quality standards and procedures. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to quality standards and procedures.

Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment
- Relevant documentation such as:
  - pharmacy policies and procedures
  - quality system manuals/procedures
  - industry codes of practice, standards and guidelines
  - state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRRCA1B Operate retail equipment

Unit Descriptor
This unit involves the skills, knowledge and attitudes to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Unit Sector
Clerical Administration

ELEMENT PERFORMANCE CRITERIA

1. Maintain retail equipment
   1.1 Purpose of equipment used in store/department identified accurately.
   1.2 Equipment operated according to design specifications.
   1.3 Equipment faults identified and reported to appropriate personnel.
   1.4 Maintenance program for retail equipment identified and applied according to store policy.

2. Apply keyboard skills
   2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.
   2.2 Information entered and edited accurately.

3. Operate data entry equipment
   3.1 Data entered using relevant equipment according to store policy and procedures.
   3.2 Price marking equipment operated according to manufacturer’s instructions and store policy.
   3.3 Data entered accurately and within designated time limits.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Reporting equipment faults to appropriate personnel will require the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Entering and editing information will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when reporting to other staff members.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Entering data will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Maintaining equipment and identifying faults will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when operating retail equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store administration
  - clerical systems
- Retail equipment may include:
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - portable data entry
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment such as shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise including refrigerators
  - weighing machines
  - thermometers
  - dye tag removers
  - trolley return equipment
  - computers
  - scanners
  - numerical keyboard equipment including calculators
- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.
- Operates and maintains a range of store retail equipment according to manufacturers' instructions and design specifications.
- Applies store maintenance program and reports faults/problems.
- Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice.
- Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.
- Uses keyboard skills to enter and edit data accurately.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- Relevant legislation and statutory requirements
- Relevant occupational health and safety regulations
- Relevant industry codes of practice
- Purpose and impact of using electronic technology
- Operation and maintenance of store retail equipment
- Licensing requirements for carrying/moving merchandise (if applicable)

Skills in:

- Completing tasks in set time frame
- Dealing with different types of transactions
- Following common fault finding procedures
- Operation and use of store retail equipment
- Literacy and numeracy skills in regard to:
  - reading store procedures for
  - operating equipment
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer's instructions/operation manuals
  - A range of store retail equipment
## WRRA2B Apply retail office procedures

### Unit Descriptor
This unit encompasses the skills, knowledge and attitudes to apply retail office procedures. It involves processing mail, operating office equipment, filing and retrieving documents, establishing contact with customers and preparing simple correspondence.

### Unit Sector
Clerical Administration

### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Process incoming and outgoing mail</td>
<td>1.1 Incoming mail sorted and dispatched to nominated person/location.&lt;br&gt;1.2 Outgoing mail collected and checked to ensure all items correctly prepared for dispatch.&lt;br&gt;1.3 Mail recorded according to store policy.&lt;br&gt;1.4 Mail dispatched to meet designated time limits.</td>
</tr>
<tr>
<td>2. Process bulk mail</td>
<td>2.1 Documents collated as required.&lt;br&gt;2.2 Envelopes sorted and batched according to Australia Post specifications.&lt;br&gt;2.3 Batched items lodged for delivery.</td>
</tr>
<tr>
<td>3. Operate office equipment</td>
<td>3.1 Appropriate equipment identified for intended application.&lt;br&gt;3.2 Equipment operated in accordance with manufacturer’s instructions.&lt;br&gt;3.3 Equipment faults identified and rectified or reported to appropriate personnel.&lt;br&gt;3.4 Opening and shut down processes are followed according to store procedures.&lt;br&gt;3.5 Maintenance program for equipment maintained to ensure down time is minimised.</td>
</tr>
<tr>
<td>4. File and retrieve documents</td>
<td>4.1 Documents filed according to store policy.&lt;br&gt;4.2 Documents identified and retrieved as requested.&lt;br&gt;4.3 Existing records accurately updated and modified.&lt;br&gt;4.4 Designated inactive files removed, processed and stored according to store policy.&lt;br&gt;4.5 New files accurately assembled.&lt;br&gt;4.6 Documentation movements accurately recorded.</td>
</tr>
<tr>
<td>5. Establish contact with internal and external customers</td>
<td>5.1 Telephone system functions used according to store policy.&lt;br&gt;5.2 Telephone, facsimile or electronic mail numbers obtained and accurately recorded.&lt;br&gt;5.3 Incoming calls answered promptly and according to store policy.&lt;br&gt;5.4 Contact established and purpose of contact clearly conveyed.&lt;br&gt;5.5 Calls transferred or placed on hold as required.&lt;br&gt;5.6 Customers kept informed of delays and what action is being taken.&lt;br&gt;5.7 Messages recorded accurately and calls promptly returned if required.</td>
</tr>
</tbody>
</table>
6. Prepare simple correspondence

6.1 Correspondence prepared and presented for approval and/or signature without undue delay.
6.2 Text written using clear, concise language.
6.3 Spelling, punctuation and grammar are correct.
6.4 Standard form letters used according to store policy.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Equipment faults will need to be communicated to others.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Instructions and store procedures will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Processing incoming and outgoing mail will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Dealing with internal and external customers will require team work.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Weighing items and preparing outgoing mail may require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Dealing with incoming calls and transferring them may require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Preparing letters and correspondence will require use of technology.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store administrative and clerical systems
  - operating and maintaining retail equipment
- Telephone and other communication numbers may be:
  - internal
  - external
- Mail dispatching and collecting procedures may include:
  - internal systems
  - Australia Post
  - courier services
- Recording/filing systems may be:
  - manual
  - electronic
- Equipment used may include:
  - facsimile machine
  - telephone system
  - photocopier
  - answering machine
  - public address system
  - paging system
  - franking machine
  - typewriters
  - computers
  - calculators
- Appropriate personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies procedures for the processing of mail, including bulk mail.
- Operates and maintains office equipment in accordance with store policies and procedures.
- Files and retrieves documents in accordance with store policies and procedures.
- Follows procedures for establishing contact with internal and external customers.
- Consistently applies procedures for the preparation of simple correspondence.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - store administration and clerical systems
  - receiving and dispatching incoming and outgoing mail
  - processing information
  - reporting problems and faults
- Relevant regulatory and licensing requirements such as:
  - occupational health and safety
  - environmental policies
  - public health

Skills in:

- Operating a range of office technology
- Organising work tasks
- Completing tasks in a set time frame
- Literacy and numeracy skills in regard to:
  - processing, recording and documenting information

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA2B can be assessed with the following units:

- WRRCA3B Apply retail office keyboard skills
- WRRF2B Perform retail finance duties

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer's instructions/operation manuals
- A range of store retail equipment
**WRRCA4B Coordinate retail office**

**Unit Descriptor**
This unit encompasses the competencies required to coordinate a retail office. It involves maintaining office procedures, processing data in response to information requests, composing reports/correspondence, maintaining recording and filing systems and maintaining computer storage media and computer filing systems.

**Unit Sector**
Clerical Administration

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Maintain office procedures | 1.1 Office supplies regularly monitored, recorded and reordered as required according to store policy.  
1.2 Store policies and procedures in regard to special requests/requirements implemented without undue delay. |
| 2. Process data in response to information requests | 2.1 Requests for information documented, and responses identified according to store policy.  
2.2 Relevant external information sources identified.  
2.3 Access to identified sources obtained.  
2.4 Relevant information accessed and extracted.  
2.5 Where available information does not match defined needs, options and alternatives identified and offered.  
2.6 Extracted information is accurately copied or summarised.  
2.7 Appropriate regulatory records are compiled and updated to maintain security and confidentiality of contents. |
| 3. Compose reports/correspondence | 3.1 Relevant information collated and edited as required.  
3.2 Written text uses clear, concise, easily understood language.  
3.3 Spelling, punctuation and grammar are correct.  
3.4 Correspondence/reports drafted and set out according to store policy.  
3.5 Edited report produced and dispatched to appropriate personnel.  
3.6 Final report copied and securely filed according to store policy. |
| 4. Maintain existing recording and filing systems | 4.1 Record systems maintained according to store policy.  
4.2 New documents allocated to designated category.  
4.3 Issue and return of documents monitored to ensure the integrity of the system is maintained.  
4.4 Documents archived/removed/updated to ensure maximum space available for current records.  
4.5 Required files correctly identified and located and dispatched to nominated person or section within designated time limits.  
4.6 File and document movements monitored and recorded.  
4.7 Documents maintained in good condition and in correct location.  
4.8 Confidential files separated from general files, with access available to nominated persons only.  
4.9 Security system monitored to ensure issued files traceable at all times |
5. Maintain computer storage media

5.1 Storage media and filing system maintained according to store policies and procedures.
5.2 Diskettes formatted using correct procedures.
5.3 Backup files created to ensure safety, security and confidentiality of files maintained.
5.4 Backup files stored in the designated manner and location.
5.5 Virus checks regularly made on the system and all backup storage media.
5.6 Hardware stored in accordance with manufacturer's instructions.
5.7 Software filed and stored in accordance with organisational procedures.
5.8 Occupational health and safety guidelines relating to screen-based equipment and ergonomic workstations observed.

6. Maintain computer filing system

6.1 Document filing requirements determined and filing system created.
6.2 Filing system reflects the size, nature and complexity of the workplace.
6.3 Security checks inserted where necessary.
6.4 File names inserted into the filing system as required.
6.5 Filing system regularly updated by deleting or archiving old files.
6.6 Programs exited in accordance with screen prompts to preserve data.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Store policies and procedures will need to be communicated to others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Requests for information need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Composing reports and correspondence requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied in maintaining office procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied when processing data and compiling reports.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when editing and formatting information.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology is applied throughout this unit.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for
differences within enterprises and workplaces. It provides details of practices, knowledge and
requirements referred to in the elements and performance criteria. The variables chosen in training
and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - store administration and clerical systems
  - format and technical vocabulary
- Ordering procedures may include:
  - fax
  - phone
  - email
  - Internet
- Filing systems may include:
  - paper based
  - electronic
- Special requests/requirements may include:
  - mail
  - ordering of stock
  - bill payment
  - taxation paperwork
  - courier service
  - transport, taxi, cab charge
  - special mail procedures
- Relevant external information sources may include:
  - distributors
  - suppliers
  - manufacturers
  - technical support personnel
  - maintenance personnel
- Access to identified sources may include:
  - contact person
  - contact details
- Relevant information may include:
  - orders
  - files
  - letters
  - correspondence
  - warranties
- Options and alternatives may include:
  - regulatory requirements
  - cost effectiveness
  - story policy
- Backup files may include:
  - floppy disc
  - zip disc
  - CD ROM
  - digital tape
- Appropriate personnel may include:
  - store/area manager
  - supervisor
• team leader

**EVIDENCE GUIDE**

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Consistently implements workplace office procedures.
- Responds accurately and appropriately to requests for information according to store policy.
- Consistently applies procedures for maintaining records and filing system, including computerised records.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - store administration and financial systems
  - systems and methods for organisation of work routine
  - appropriate clerical/office systems
  - mail procedures
  - transport procedures including cab charge and courier systems
  - systems/procedures for processing information
- Records management systems
- Office technology including:
  - computer/printer
  - software packages
  - installation of hardware and software packages
- Software licensing requirements
- Relevant occupational health and safety requirements
- Principles and techniques in:
  - interpersonal communication skills

Skills in:

- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
  - Report writing
  - Using various computer software packages
  - Literacy and numeracy skills in regard to:
    - processing, recording and documenting information

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Sample policies and procedures in regard to:
  - store administration and clerical/office systems
  - processing of information
  - format and technical vocabulary
  - occupational health and safety legislation/regulation/codes of practice
- A range of office equipment including:
  - computer/printer
  - software packages
- Access to a work team
WRRCA5B Operate retail information technology systems

Unit Descriptor
This unit encompasses the competencies required to use and apply store information technology systems in a retail environment. It involves demonstrating knowledge of the hardware and software in use, editing and updating information and solving problems in relation to equipment/hardware/software.

Unit Sector
Clerical Administration

ELEMENT PERFORMANCE CRITERIA

1. Use store information technology system
   1.1 Knowledge of store information technology system accurately demonstrated and conveyed to other staff members as required.
   1.2 Hardware accurately identified and operated according to manufacturer's instructions and store procedures.
   1.3 Software accurately identified and used according to manufacturer's instructions and store procedures.
   1.4 Application and uses of software available, accurately identified and used according to store procedures.
   1.5 Data transmitted according to Electronic Data Interchange procedures as required.
   1.6 Keyboard skills used accurately to enter information as required by store policies.
   1.7 Back up procedures regularly performed according to store procedures.

2. Edit/update information
   2.1 Information to be edited/updated correctly identified according to store procedures.
   2.2 Information on system accurately edited/updated according to store procedures.
   2.3 Price changes accurately identified and entered into store system as required.
   2.4 Matching of shelf data price and computer records ensured.

3. Solve problems
   3.1 Equipment/hardware/software faults identified and rectified where possible or expert assistance sought without delay.
   3.2 Maintenance program for hardware and software systems monitored and implemented according to manufacturer's specifications and store procedures.
   3.3 Routine problems handled using appropriate problem solving techniques and referred to appropriate personnel as required.
   3.4 Problems arising at point of sale evaluated and resolved according to store procedures.
   3.5 Assistance positively and actively provided to staff as problems arise.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Knowledge of store information technology systems will need to be conveyed to others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on hardware and software will need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Editing and updating information requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when demonstrating information to others.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be required when using specific software packages.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when identifying problems at point of sale and establishing a suitable resolution.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied throughout this unit.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - information technology systems
- Types of equipment used may include:
  - personal computers/terminals which may be stand alone or networked
  - scanning equipment
  - bar coding
  - point of sale terminals
  - pricing equipment
- Software may include:
  - menus
  - word processing
  - databases
  - electronic data interchange (E.D.I.)
- Systems used may include:
  - centrally based
  - store based
  - networked
- Applications and use of information technology systems may include:
  - point of sale operations
  - EFTPOS
  - credit cards
  - smart cards
  - loyalty cards
  - fly buys
  - credit checks granting of credit, loans
  - arrangement of credit for customer via a third party
  - customer details, records
  - financial details
  - pricing, price changes
  - store specials, suppliers deals (direct to store)
  - inventory control/stock losses
  - ordering of stock
  - stock transfers
  - staff productivity, scanning rates, sales volume
  - staff payroll (from staff log in and log out)
  - staff rosters
  - sales reports
  - individual/department/item sales performances
  - profitability of lines/items
- Information to be entered may include:
  - price changes (manually or electronically)
  - staffing information
  - customer details/records including names, addresses, consumer information/profiles
• stock records
• stock transfers
• orders
• Stock ordering/selling may include:
  • electronic cataloguing
  • use of multi-media
  • selling from computer screen
  • electronic data interchange (E.D.I.)
  • delivery management
  • use of internet facilities
  • suppliers using shopping pages to communicate information direct to customer
• System problems may relate to:
  • hardware faults, breakdowns
  • software
  • staff abilities/training
  • point of sale, eg. EFTPOS, credit facilities, cheque clearances
  • pricing variations
• Problems may be solved by:
  • routine procedures
  • manufacturers recommendations
  • lateral thinking
  • operator or manager
  • referral to specialist/expert
• Back up procedures may include:
  • zip drives
  • CD ROM
  • digital tape
  • floppy discs
• Relevant personnel may include:
  • store/area manager
  • supervisor
  • team leader
  • technical specialist
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures in regard to information technology systems including:
- resolution of system faults
- use and application of store credit and EFTPOS
- reviewing and entering information on store system.
- Follows requirements of relevant legislation and statutory requirements including consumer law and credit procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to use and operation of store information technology systems including:
  - use and maintenance of hardware and software systems
  - solutions to problems/breakdowns
  - operation of equipment
  - Relevant legislation and statutory requirements including:
    - consumer law
    - credit procedures
    - occupational health and safety
  - Relevant industry codes of practice
  - Store product and services range, including pricing structure
  - Manufacturer specifications in regard to operation of hardware and software
  - Software licensing specifications
  - Techniques for problem solving

Skills in:

- Using store technology information systems
- Application and use of hardware and software
- Interpersonal communication skills
- Literacy and numeracy skills in regard to:
  - processing, recording and documenting information
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA5B can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Hardware and software instruction manuals
• Information technology system
• Relevant documentation, such as:
  • store/sample policies and procedures on management of information technology systems
  • legislation and statutory requirements
  • occupational health and safety requirements
  • industry codes of practice
**WRRCS2B**  
**Unit Descriptor**

Apply point of sale handling procedures

This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation.

**Unit Sector**

Service

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Operate point of sale equipment** | 1.1 Point of sale equipment operated according to design specifications.  
1.2 Point of sale terminal opened and closed according to store procedure.  
1.3 Point of sale terminal cleared and tender transferred according to store procedure.  
1.4 Cash handled according to store security procedures.  
1.5 Supplies of change in point of sale terminal maintained according to store policy.  
1.6 Active point of sale terminals attended according to store policy.  
1.7 Records completed for transaction errors according to store policy.  
1.8 Adequate supplies of docket, vouchers and point of sale documents maintained.  
1.9 Customers informed of delays in the point of sales operation. |
| 2. **Perform point of sale transactions** | 2.1 Point of sale transactions completed according to store policy.  
2.2 Store procedures identified and applied in respect of cash and non-cash transactions.  
2.3 Store procedures identified and applied in regard to exchanges and returns.  
2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.  
2.5 Information entered into point of sale equipment accurately.  
2.6 Price/total/amount of cash received stated verbally to customer.  
2.7 Correct change tendered. |
| 3. **Complete sales** | 3.1 Customer order forms, invoices, receipts completed accurately.  
3.2 Customer delivery requirements identified and processed accurately, without undue delay.  
3.3 Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy. |
4. Wrap and pack goods

4.1 Adequate supplies of wrapping material or bags maintained/requested.
4.2 Appropriate packaging material selected.
4.3 Merchandise wrapped neatly and effectively where required.
4.4 Items packed safely to avoid damage in transit, and labels attached where required.
4.5 Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating with the customer in relation to the amount owed and identifying delivery requirements.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying customer requirements in relation to picking up parcels or having them delivered and to where.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the wrapping and packaging of goods and maintaining adequate supplies.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>This skill may not be applicable to this unit.</td>
<td>-</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Organising delivery and packaging goods will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using various point of sale equipment requires the use of technology.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - operation of point of sale equipment
  - security
  - sales transactions
  - handling techniques of stock
- Point of sale equipment may include:
  - cash registers
  - cash drawers
  - scanners
- Customer interactions may include:
  - greetings
  - price confirmation
  - delivery inquiries
  - reward point inquiries
  - regular and new customers
  - routine or special requirements
- Transactions may include:
  - EFTPOS
  - cheques
  - Travellers cheques
  - credit cards/store cards
  - smart cards
  - lay-by
  - returns
  - exchanges
  - gift vouchers
- Packing and wrapping materials may include:
  - boxes
  - bags
  - paper
  - bubble wrap
  - gift wrapping
- Staff may include:
  - full time
  - casual
  - part time
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently operates point of sale equipment according to manufacturer's instructions and store policies and procedures.
• Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.
• Processes sales transaction information responsibly and accurately according to store policies and procedures.
• Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in relation to:
  - customer service
  - point of sale transactions
  - allocated duties and responsibilities
  - exchanges and returns
  - handling, packing and wrapping of goods/merchandise
- The range of services provided by the store
- Stock availability
- Relevant legislation and statutory requirements including:
  - Trade Practices Act
  - consumer law
  - industry codes of practice
  - occupational health and safety
- Cash and non-cash handling procedures including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale equipment
  - recording takings
  - security of cash and non cash transactions
  - change required and denominations of change
- Functions and procedures for operating point of sale equipment including:
  - registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners

Skills in:

- Following set routines and procedures
- Verbal and non verbal communication
- Questioning and active listening
- Dealing with different types of transactions
- Wrapping and packing techniques
- Store bag checking procedures
- Merchandise handling techniques
- Literacy skills in regard to written sales and delivery documentation
- Numeracy skills in regard to rendering change
Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS2B can be assessed with the following units:
• WRRLP2B Minimise theft
• WRRCS3B Interact with customers
• WRR11B Perform stock control procedures
• WRRF1B Balance the register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A real or simulated work environment
• Relevant documentation, such as:
  • stock/inventory/price lists
  • financial transaction dockets/slips
  • lay by/credit/product return slips
  • store policy and procedures manuals
• A range of point of sale equipment
WRRCS3B Interact with customers

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify customers special requirements.

Unit Sector

Service

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Deliver service to customers | 1.1 Communication with customers conducted in a professional, courteous manner, according to store policy.
1.2 Customer needs and reasonable requests met or referred to supervisor according to store policy or legislative requirements.
1.3 Customer details and information recorded where necessary.
1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.
1.5 Opportunities to deliver additional levels of service beyond the customer's immediate request recognised and acted upon.
1.6 Contact with customer maintained until sale is completed according to store policy.
1.7 Customer farewelled appropriately and courteously according to store policy.
1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery.
1.9 Repeat customers encouraged by promotion of appropriate services or products according to store policy.
1.10 Customer returns or refunds processed according to store policy and procedures.

2. Respond to customer complaints | 2.1 Positive helpful attitude conveyed to customers when handling complaints.
2.2 Complaints handled sensitively, courteously and with discretion.
2.3 Nature of complaint established by active listening and questioning and confirmed with the customer.
2.4 Action taken to resolve complaint to customers' satisfaction wherever possible.
2.5 Unresolved customer dissatisfaction or complaints promptly referred to supervisor.
2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.
2.7 Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.
2.8 Follow up action taken as necessary to ensure customer satisfaction.
3. Receive and process sales orders
   3.1 Customers’ details and information recorded accurately.
   3.2 Customers promptly referred to appropriate area as required.
   3.3 Customers provided with information in clear, concise manner.
   3.4 Sales orders processed, recorded and acted upon according to store policy.

4. Identify customers special requirements
   4.1 Customers with special needs or requirements identified promptly by observation and questioning.
   4.2 A willingness to assist conveyed verbally and non-verbally.
   4.3 Customers’ needs promptly serviced, referred or redirected as required.

**KEY COMPETENCIES**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Delivering service to customers requires ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Dealing with customer complaints requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Receiving and processing sales orders requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Referring customers to relevant personnel will require team work to be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Processing sales orders will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Dealing with customer complaints will require problem solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
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</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - processing sales orders
- Customers may include:
  - regular and new customers
  - people from a range of social, cultural, ethnic backgrounds and physical and mental abilities
  - people with a routine or special requests
- Sales orders may be in:
  - verbal
  - written
  - electronic form
- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of X and R rated products
  - sale of second hand goods
  - trading hours
- transport, storage and handling of good Customer service may include:
  - all store activities
  - internal and external customers
  - follow up in event of delays in service provision
- Customer needs may include:
  - information regarding store facilities and services
  - location of specific items within the store
  - returns or refunds
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service.
- Provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure.
- Accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies.
- Uses effective questioning/active listening and observation skills to identify customers’ special requirements.
- Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.
- Collaboratively works within a team to meet customers’ needs.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - customer service
  - dealing with difficult customers
  - handling and recording complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay by/gift voucher/rain check procedures
- Merchandise and service range of store departments
- Location of store departments
- Functions and procedures for operating the store telephone system and other communication equipment and the relevant numbers
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Questioning/active listening
- Conflict resolution
- Following set routines and procedures
- Handling difficult or abusive customers

Skills in:

- Greeting/farewelling techniques
- Add on selling concepts
- Literacy skills in the following areas:
  - written procedures for orders, in person, by telephone or electric format
  - message taking in person or by telephone
  - written record of complaints
  - sales, stock and delivery documentation
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS3B can be assessed with the following units:

- WRRC2B Apply point of sale handling procedures
- WRRLP1B Minimise theft
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - sales order forms
  - complaint/return forms
  - stock/inventory/price lists
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- Point of sale equipment and materials
- A communication system or a range of communication equipment
### WRRCS4B Coordinate interaction with customers

**Unit Descriptor**
This unit requires the competencies to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management and leading a customer service team.

**Unit Sector**
Service

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Implement customer service standards | 1.1 Service standards monitored according to store policy.  
1.2 Deficiencies in service identified and action taken as required according to store policy.  
1.3 Store and legislative policies and procedures in relation to customer service provision conveyed to team members.  
1.4 Feedback on quality of service provision given to team members and management on a regular basis. |
| 2. Implement store policy regarding customer complaints | 2.1 Service standards monitored to ensure store policy in regard to customer complaints is implemented by sales staff.  
2.2 Procedures to resolve customer complaints authorised, actioned, or referred to a higher authority according to store policy.  
2.3 Customers’ special needs satisfied where appropriate according to store policy. |
| 3. Communicate with management | 3.1 Current store policies on customer service issues that may affect the operation of the department/section referred to management.  
3.2 Operational information provided to management and other supervisors in order to facilitate customer service planning. |
| 4. Lead customer service team | 4.1 Store policies and procedures interpreted and applied to store operation.  
4.2 Team motivated to achieve high standard of service to customers.  
4.3 Team access to current information on staff issues and operations ensured.  
4.4 Team tasks clarified, planned and allocated in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources.  
4.5 Team informed of changes in store service policies and procedures which impact upon their roles/responsibilities.  
4.6 Team provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets.  
4.7 Team members encouraged to contribute feedback in regard to achievement of performance targets.  
4.8 Routine problems handled using appropriate problem solving techniques and referred to management if required. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Providing operational information to management will require ideas and information to be communicated.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Interpreting and applying store policies requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Implementing customer service standards requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Leading a customer service team requires team work to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques may not be required in this unit.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Dealing with customer complaints requires problem solving skills.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - customer service
  - staff supervision
  - dealing with customer complaints
- Feedback to management may include:
  - verbal reports
  - written reports
  - presentations
  - informal/formal meetings
- Operational information may include:
  - varying levels of staff training
  - routine or busy trading times
- Legislative requirements may include:
  - consumer law
  - industry codes of practice
  - tobacco laws
  - Trade Practices Act
  - liquor licensing
  - sale of second hand goods
  - Lottery Acts
- Customers may include:
  - new and existing customers
  - internal or external customers
  - customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
  - customers with routine or special needs
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Coordinate a team in the provision of quality customer service according to store policy by:
  - consulting with staff
  - allocating tasks
  - conveying relevant information
  - applying policy
  - monitoring performance
  - identifying deficiencies
  - providing feedback
  - motivating staff
  - solving routine problems.
- Provides accurate feedback to management on operational and procedural matters related to provision of customer service.
- Supervises the resolution of customer complaints according to store policy.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - customer service
  - customer complaints about products or individual staff
  - staff supervision
  - monitoring team performance
  - discipline
  - grievance handling
  - allocating duties/responsibilities
  - meetings
  - store appraisal
- Merchandise and service range of the store
- Lines of communication to staff and management
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Interpersonal communication techniques

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - team leadership
  - verbal and non verbal communication
- Literacy skills in regard to:
  - completing a proforma for feedback to management
  - reading and interpreting store policies and procedures

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A retail environment
• Relevant documentation, such as:
  • store policy and procedures manuals
  • reporting proformas
  • legislation and statutory requirements
  • industry codes of practice
• Access to a range of customers with different requirements
• Access to a client service team
**WRERR3B Maintain employee relations**

**Unit Descriptor**
This unit encompasses the skills, knowledge and attitudes required to maintain employee relations. It involves identifying the award/agreement, minimising potential industrial problems, and implementing dispute settlements procedures.

**Unit Sector**
Employee Relations

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify the awards/agreements | 1.1 Relevant awards/agreements identified and interpreted accurately.  
1.2 Relevant awards/agreements applied accurately and equally to all staff.  
1.3 Staff regularly and accurately informed of changes in awards/agreements.  
1.4 Copy of relevant award/agreement made available to employee if requested. |
| 2. Identify and minimise potential industrial problems | 2.1 Opportunities for staff to discuss problems which directly or indirectly affect their work regularly provided.  
2.2 Staff counselled if required in a positive and constructive manner or referred to appropriate personnel when necessary.  
2.3 Potential and actual conflicts between staff identified promptly and effective remedial action taken as soon as practicable.  
2.4 Remedial action applied according to store policy and legislative requirements.  
2.5 Records of conflict and outcomes maintained accurately and according to store policy. |
| 3. Implement dispute settlement procedures | 3.1 Disputes or grievances promptly identified.  
3.2 Store policies and procedures and legislative requirements applied accurately and promptly.  
3.3 Staff accurately informed of current procedures and policies.  
3.4 All procedures and policies applied in an impartial manner.  
3.5 Details of all procedures accurately and completely recorded and made available to authorised personnel.  
3.6 Unsettled disputes or grievances promptly referred to management.  
3.7 Recommendation for improvements to dispute/grievance procedures promptly referred to management. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Changes in award/agreement need to be communicated to staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying awards/agreements requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Maintaining records of conflict requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when dealing with conflict between staff.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when maintaining records and identifying costs required for training if necessary.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when dealing with interpersonal conflict.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - employee relations
- Grievance procedures may be initiated by:
  - management
  - staff
  - staff representatives
- Interpersonal conflict is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary
  - Conflict may be minimised:
    - formally
    - informally
- Discrimination may occur between:
  - staff
  - customers
  - management
- Interpersonal conflict may occur between:
  - individuals
  - teams
- Records may be kept:
  - manually
  - electronically
- Relevant personnel may include:
  - team leader
  - supervisor
  - manager
- Legislative requirements may include:
  - Equal Employment Opportunity
  - Anti-discrimination
  - Unfair dismissal
  - Workplace relations
  - Awards/agreements
  - Industry codes of practice
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures, in regard to industry codes of practice relating to employee relations.
- Knows and consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knows and consistently applies safe work practices in regard to the provision of services in accordance with the relevant occupational health and safety regulations/legislation.
- Consistently and responsibly applies store policies and procedures, in regard to identifying and minimising potential industrial problems and implementing dispute/grievance procedures.
- Consistently and responsibly applies store policies and procedures and legisatory requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.
- Knows employees’ and employers’ rights and responsibilities in regards to awards/agreements.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies, procedures and legislative requirements, in regard to:
  - workplace ethics
  - unfair dismissal
  - shift availability or non attendance
  - staff rosters
  - inter personal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with store policies and procedures
  - part-time, casual, full-time work, contract employment
  - traineeships
- Store organisational structure
- Rights and responsibilities of employers and employees in retail workplace
- Responsibilities of employers and employees under a New Apprenticeship contract of training
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Principles and techniques for interpersonal communication

Skills in:

- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literary skills in:
  - comprehending and interpreting relevant workplace documents
Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER3B can be assessed with the following unit:
WRRER2B Coordinate work teams

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required
• A real or simulated work environment
• Access to a range of employees or customers or case studies dealing with a variety of industrial relations issues
• Relevant documentation, such as:
  • awards/agreements
  • store policy and procedures relating to grievances, counselling and discipline
  • store rosters
  • legislation and statutory requirements
WRRF1B Balance register/terminal

Unit Descriptor
This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

Unit Sector
Finance

ELEMENT PERFORMANCE CRITERIA

1. Remove takings from register/terminal
   1.1 Register/terminal balance performed at designated times according to store policy and procedures.
   1.2 Cash float separated from takings prior to balancing procedure and secured according to store policy.
   1.3 Change supplied to register/terminal according to store policy.
   1.4 Register/terminal reading or print out accurately determined.
   1.5 Cash and non-cash documents removed and transported according to store security policies and procedures.

2. Reconcile takings
   2.1 Cash counted accurately.
   2.2 Non-cash documents calculated accurately.
   2.3 Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.
   2.4 Records for store and individual department takings recorded accurately and according to store policy.

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KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Errors in readings may need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Reconciling takings requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when establishing individual and store department takings.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be required when balancing register/terminal.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied through using the register/terminal.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - register/terminal balance
  - security
- Register/terminals may be:
  - manual
  - electronic
- Non-cash transactions may include:
  - credit cards
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (C.O.D.)
  - customer refunds
  - customer credit ratings
- Register/terminals may be cleared by:
  - operator
  - specialist staff
  - at intervals during or at close of trading

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates register/terminal equipment according to manufacturers' instructions and store policy.
- Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.
- Consistently applies store policies and procedures in regard to reading registers and recording information.
- Processes documentation/records responsibly and according to store policies and procedures.
- Reconciles takings according to store policies and procedures.
Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - cash float
  - operation of equipment used at register/terminal
- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credit and returns

Skills in:

- Completing tasks in a set time frame
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
  - counting cash
  - calculating non-cash transactions
  - reporting on takings

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF1B can be assessed with the following units:

• WRRCS2B Apply point of sale handling procedures
• WRRLP2B Minimise theft
• WRRCS3B Interact with customers
• WRRI1B Perform stock control procedures

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Relevant documentation, such as:
  • financial transaction dockets/slips/invoices
  • sample debit, credit card vouchers
  • recording/tally sheets
  • store policy and procedure manuals in regard to register/terminal balance
• Register/terminal and related equipment
**WRRF2B Perform retail finance duties**

**Unit Descriptor**
This unit encompasses the skills, knowledge and attitudes required to perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

**Unit Sector**
Finance

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Process petty cash transactions | 1.1 Petty cash claims checked for approval, accuracy and authenticity before processing.  
1.2 Transactions balanced and checked according to store policy and procedures.  
1.3 Irregularities noted and referred to relevant personnel for resolution.  
1.4 Petty cash transactions processed and recorded within designated time limits. |
| 2. Prepare banking documents | 2.1 Cashbook entries balanced against record of takings.  
2.2 Deposit entries accurately compiled and balanced.  
2.3 Cash and non-cash transactions listed on banking deposit forms in accordance with the banking institution's guidelines.  
2.4 In-store credit systems processed according to store policy. |
| 3. Process non-cash transactions | 3.1 Credit card transactions balanced and presented to relevant personnel for checking.  
3.2 Irregularities noted and referred to relevant personnel for resolution. |
| 4. Reconcile invoices for payment to creditors | 4.1 Discrepancies between invoices and delivery and delivery notes identified and reported to relevant personnel/section for resolution.  
4.2 Errors in invoice charges identified and reported to relevant personnel/section for correction/resolution.  
4.3 Discrepancies and errors rectified, as directed.  
4.4 Corrected and authorised invoices processed for payment within designated time limits.  
4.5 Creditor inquiries resolved and/or referred to relevant personnel/section for resolution. |
| 5. Prepare invoices for debtors | 5.1 Preparatory calculations performed to produce accurate customer invoices.  
5.2 Relevant documentation completed to ensure accuracy of contents.  
5.3 Documents distributed to relevant personnel/section for certification prior to being dispatched.  
5.4 Verified documents dispatched within designated time limits.  
5.5 Documents copied and filed for auditing purposes. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Irregularities in petty cask transactions need to be referred to relevant personnel for resolution.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Preparing banking documents requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Processing petty cash transactions requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when referring irregularities to others.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied when processing petty cash transactions.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when identifying discrepancies between invoices and delivery.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when processing in-store credit systems.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store financial systems
- Financial recording systems may be:
  - manual
  - electronic
- Business source documents used may include:
  - purchase requisitions
  - purchase orders
  - invoices
  - receipts
  - delivery dockets/receipts
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
- Non-cash transactions may include:
  - credit cards
  - customer credit ratings
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (C.O.D.)
  - customer refunds
- Relevant personnel may include:
  - manager
  - supervisor
  - team leader
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies.
- Consistently and responsibly applies skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with store policies and procedures.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions/orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register/terminal
  - processing delivery and delivery document discrepancies
  - invoicing procedures for debtors and creditors
- Payment/invoice procedures including Goods and Services Tax (GST) requirements
- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash balances
  - counting cash
  - calculating non-cash documents
  - customer credit ratings
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - processing of cheques
  - gift vouchers/lay by
  - cash on delivery (COD)
  - lay-by
  - credits and returns
  - customer refunds

Skills in:

- Completing tasks in set timeframes
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
  - processing petty cash transactions
  - balancing cashbook entries and takings
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF2B can be assessed with the following units:

- WRRCA2B Apply retail office procedures
- WRRCA3B Apply retail office keyboard skills

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - financial transaction dockets/slips/invoices
  - banking deposit forms
  - EFTPOS facilities and equipment
  - Registers and related equipment
## WRRF3B Produce financial reports

### Unit Descriptor
This unit encompasses the skills, knowledge and attitudes required to produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments/takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

### Unit Sector
Finance

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Enter payment summaries into journals | 1.1 Payment documents filled out identifying relevant details.  
1.2 Payment documents checked for authenticity of claim.  
1.3 Payment documents balanced on a routine basis. |
| 2. Reconcile accounts to balance | 2.1 Discrepancies between transaction documentation and account balances identified.  
2.2 Errors in documentation rectified.  
2.3 Data recorded on nominated system within designated time limits. |
| 3. Prepare bank reconciliations | 3.1 Deposit entries and cash payment summaries checked for accuracy against bank statements.  
3.2 Discrepancies noted and resolved.  
3.3 Regular reconciliation reports produced within designated time limits to provide data for preparation of trial balance.  
3.4 Pay-in documentation completed accurately.  
3.5 All transaction calculations balanced accurately. |
| 4. Receive and document payments/takings | 4.1 Cash is correctly counted and correct change given, if applicable.  
4.2 Cheque and credit card payments are verified with the relevant personnel/department prior to acceptance.  
4.3 Receipts are accurately completed and issued. |
| 5. Dispatch statements to debtors and follow up outstanding accounts | 5.1 Debtor statements checked for accuracy of contents.  
5.2 Any noted discrepancies rectified accurately.  
5.3 Debtor statements dispatched within designated time limits.  
5.4 Outstanding accounts collected within designated credit periods.  
5.5 Credit terms reviewed and controlled to ensure payment within designated time limits.  
5.6 Debtors ledger accurately maintained to reflect current situation.  
5.7 Customer credit terms reviewed when indicated according to store policy. |
6. Dispatch payments to creditors

6.1 Payment documentation prepared by others checked for accuracy of information and dispatched to creditors within designated time limits.

6.2 Creditors' statements reconciled with accounting records.

6.3 Relevant data input into creditors' ledger.

6.4 General ledger reconciled against accounting records.

7. Prepare financial reports

7.1 Purpose of the report clarified with relevant personnel.

7.2 Relevant data identified and obtained from nominated internal and/or external sources.

7.3 Nominated internal records updated to show current status of financial report.

7.4 Data transcribed onto nominated form and in the authorised manner.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Financial reports will need to be communicated to others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Preparing bank reconciliations requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Preparing financial reports requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when clarifying reports with others.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when balancing transactions and preparing bank reconciliations.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when rectifying any discrepancies in accounts.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when updating records and preparing financial reports.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - financial systems
  - reconciling accounts
  - Nominated system may include:
    - recording
    - documenting
    - reporting systems
    - accounting
- Systems may be:
  - manual
  - electronic
- Transactions may include:
  - cash
  - cheque
  - credit card
  - EFTPOS
  - store card
  - Internet payments
  - lay by
- Relevant personnel may include:
  - supervisor
  - team leader
  - manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to producing financial reports.
- Consistently applies store policies and procedures in regard to handling cash.
- Consistently applies store policies and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trial balances.
- Consistently applies store policies and procedures in regard to receiving, recording and dispatching to debtors and creditors.
- Applies follow up procedures for outstanding accounts.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions/orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register/terminal
  - processing delivery and delivery document discrepancies
  - invoicing procedures for debtors and creditors
  - register/terminal balance
  - Payment/invoice procedures including Goods and Services Tax (GST) requirements
  - Relevant legislation and statutory requirements
- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credits and returns

Skills in:

- Literacy skills in regard to:
  - interpreting documentation
- Report writing
- Numeracy skills in regard to:
  - reconciling accounts
  - counting cash
  - calculating non-cash transactions
  - reporting on takings
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment
• Relevant documentation, such as:
  • financial transaction docket/slips/invoices
  • recording/tally sheets
  • store policy and procedures manuals
• Recording, documenting and filing systems
• Registers and related equipment including EFTPOS facilities/equipment
WRRF4B

Prepare payroll

This unit encompasses the competencies required to prepare payroll for employees in a retail environment. It involves preparing payroll data, processing payment of wages and salaries and administering salary and wages records.

Unit Sector
Finance

ELEMENT
PERFORMANCE CRITERIA

1. Prepare payroll data
   1.1 Gross pay and deductions accurately calculated from information contained in relevant documents according to award and/or agreement specifications.
   1.2 Payment due to individual employees calculated or data referred to payroll processor for calculation within designated time limits.
   1.3 Details of pay identifying gross and net amounts correctly prepared for presentation to individual employees.
   1.4 Wage and taxation amounts calculated and transcribed and payments made in accordance with Australian Taxation Office (ATO) procedures.
   1.5 Periodic deductions forwarded to nominated creditors within designated time limits.

2. Process payment of wages and salaries
   2.1 Wages prepared and issued within designated time limits.
   2.2 Records kept and maintained for taxation and auditing purposes.
   2.3 Designated security procedures followed at all times to ensure confidentiality and security of information.
   2.4 Wage inquiries dealt with promptly and courteously.
   2.5 Records kept for the period determined by government legislation.
3. Administer salary and wages records

3.1 Employee group certificate amounts accurately prepared and balanced from salary records.

3.2 Declaration forms for new and existing employees completed in accordance with Australian Taxation Office (ATO) requirements.

3.3 Payments to government authorities identified and accurately calculated in accordance with relevant government legislation.

3.4 Payments to government authorities prepared and dispatched within the time limits designated by the authority.

3.5 Superannuation payments calculated and dispatched within the guidelines of the fund and government legislative requirements.

3.6 Information regarding salaries provided to government and/or collection agencies and payments dispatched to agencies as required, within the time limits designated by the agencies.

3.7 Information regarding workers compensation claims accurately compiled, assessed and payments made as required.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Gross pay and deductions may need to be communicated to employees.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on Gross pay and tax deductions needs to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Processing payment of wages and salaries requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when interacting with staff and employees.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when determining tax deductions and net pay.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when dealing with wage inquiries.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when maintaining payment records.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - payroll preparation
  - security and confidentiality

- Recording and documenting systems may be:
  - manual
  - electronic

- Payroll may be prepared:
  - internally
  - recorded and dispatched to a central pay office/centre

- Payroll data may include:
  - taxation schedules
  - employee records
  - nominated industrial awards and agreements
  - individual agreements
  - company timesheets
  - periodic deductions
  - workers compensation claims

- Payment of wages and salaries may include:
  - cash
  - cheque
  - periodic payments via bank
  - electronic funds transfer

- Periodic deductions may include:
  - loan repayments
  - superannuation
  - medical funds
  - garnishee orders

- Award and agreement specifications may include:
  - overtime
  - deductions
  - bonuses
  - leave entitlements
  - meal allowances
  - travel allowances
  - car allowances
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to preparing the payroll.
- Consistently applies Australian Taxation Office (ATO) policies and procedures, including preparation and recording details for group certificates.
- Consistently applies store policies and procedures, in regard to calculation of wages/salaries, including time sheets, taxation and periodic deductions.
- Consistently applies store policies and procedures, in regard to processing and presentation wage/salary documentation.
- Consistently applies store policies and procedures, in regard to establishing and maintaining effective manual/electronic recording and filing systems detailing relevant employee information.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - payment of wages and salaries
  - Australian Taxation Office (ATO) policies and procedures
  - Security procedures for preparing payroll and payment of wages
  - Banking requirements for payment of wages
  - Superannuation requirements and procedures
  - Awards and agreements
  - Relevant legislation and statutory requirements

Skills in:

- Record keeping
- Preparing group certificates
- Maintaining employee records
- Literacy skills in regard to:
  - reading and understanding taxation requirements and procedures
- Numeracy skills in regard to:
  - calculating payments and deductions
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - payroll preparation and security policy
  - relevant government and taxation legislation
  - store policy and procedures manuals
  - Computer equipment and appropriate software
  - Financial recording and documentation systems
WRRI1B Perform stock control procedures

Unit Descriptor
This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

Unit Sector
Inventory

ELEMENT PERFORMANCE CRITERIA

1. Receive and process incoming goods
   1.1 Cleanliness and orderliness in receiving bay maintained according to store policy.
   1.2 Goods unpacked using correct techniques and equipment in line with store policy.
   1.3 Packing materials removed and disposed of promptly according to store policy.
   1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.
   1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.
   1.6 Stock levels accurately recorded on store stock systems, according to store policy.
   1.7 Secure storage of goods arranged according to store policy and legislative requirements.

2. Rotate stock
   2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.
   2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements.
   2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.

3. Participate in stocktake
   3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.
   3.2 Stock records documentation completed according to store stock control system.
   3.3 Discrepancies in stock recorded and reported to relevant personnel.
   3.4 Electronic recording equipment operated and maintained according to manufacturer’s specifications.

4. Reorder stock
   4.1 Minimum stock levels identified according to store policy.
   4.2 Stock requisition forms or electronic orders completed accurately.
   4.3 Undelivered stock orders identified on stock system and followed up without undue delay.
5. Dispatch goods

5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.

5.2 Credit request documentation completed according to store procedure.

5.3 Goods stored securely while awaiting dispatch.

5.4 Delivery documentation completed according to store procedures.

5.5 Special delivery instructions noted.

5.6 Items packed safely and securely to avoid damage in transit.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Reordering stock may require ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying stock levels and reordering requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be applied when undertaking stocktake procedures.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be applied when identifying excess stock and determining storage or return of items.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may be applied when recording stock and reporting faults and problems.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - stock control
  - dispatch
- Stock recording may be:
  - manual
  - electronic
- Stocktakes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Reporting of faults may involve:
  - telephone
  - fax
  - email
  - letter
  - face to face
- Legislative requirements may include:
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods
- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers’ instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
  - Reporting faults and problems
  - Relevant legislation and statutory requirements
  - Relevant industry codes of practice
  - Relevant occupational health and safety regulations

Skills in:

- Following set routines and procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
  - stock records and delivery documentation

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRRI1B can be assessed with the following units:

- WRRCS2B Apply point of sale handling techniques
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRF1B Balance the register/terminal

### Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

### Resources Required

- A retail work environment
- Access to relevant equipment including:
  - stock moving equipment
  - manual and electronic labelling/ticketing equipment
  - computers/stock recording equipment
- Relevant documentation, such as:
  - invoices/packing slips/dispatch documents/order forms
  - recording/tally sheets
  - store policy and procedures manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice
WRRI2A Maintain stock control

Unit Descriptor

This unit requires a level of competency involving the responsibility for ensuring that staff receive and dispatch goods and count stock, and for monitoring and maintaining stock records. In pharmacy this applies to front of shop.

This competency may apply to a range of work roles in the pharmacy.

This is a customised version of a competency unit endorsed in the Retail Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides, and is not available on the NTIS, which will only reflect the original version.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Monitor receipt and dispatch of goods
   1.1 Responsibility for receipt and dispatch of goods is delegated to appropriate staff.
   1.2 Pharmacy procedures are implemented in regard to receipt, dispatch and secure storage of goods.
   1.3 Staff functions are observed to ensure pharmacy procedures are followed and documentation is completed correctly.
   1.4 Pharmacy procedures are implemented to ensure goods are inspected for quantity and quality on receipt.
   1.5 Variations to quantity and quality of delivered goods is acted upon according to pharmacy policy.
   1.6 Safe handling and storage of goods is supervised in line with pharmacy policy and legislative requirements.

2. Maintain stock records
   2.1 Stock levels are monitored and maintained at required levels.
   2.2 Stock reorder cycles are maintained, monitored and adjusted as required.
   2.3 Staff members are informed of their individual responsibilities in regard to recording of stock.
   2.4 Stock storage and movement records are maintained in line with pharmacy policy.
   2.5 Stock discrepancies are recorded and procedures followed according to pharmacy policy.
   2.6 Stock performance is monitored and fast/slow selling items identified and reported according to pharmacy policy.
3. Co-ordinate stocktake/cyclical count

3.1 Pharmacy policies and procedures in regard to stocktaking and cyclical counts are interpreted and explained to staff members.

3.2 Staff are rostered according to allocated budget and time constraints.

3.3 Stocktaking tasks are allocated to individual staff members.

3.4 Staff members are provided with clear directions for the performance of each task.

3.5 Staff members are allocated to ensure effective use of staff resources to complete task.

3.6 Accurate reports on stocktake data, including discrepancies are produced for management.

4. Identify stock losses

4.1 Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis.

4.2 Avoidable losses are identified and reason established. Possible solutions are recommended and implemented.
KEY COMPETENCIES
There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence is needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating with and informing staff on ideas and information relative to receipt and dispatch of goods, maintaining stock records, undertaking stock take/cyclical counts and stock loss minimisation.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying information sources relative to stock control, gathering information relative to receipt and dispatch of goods, maintaining stock records, undertaking stock take/cyclical counts and, stock loss minimisation, selecting and collating this data in a suitable format, and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning and organising activities associated with stock control for staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving staff in planning and implementing stock control activities encouraging participation and contribution to pharmacy objectives.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised to develop processes for implementing pharmacy policy in controlling stock and maintaining standards in achievement.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with receipt and dispatch of goods, maintaining stock records, undertaking stock take/cyclical counts and, stock loss minimisation, associated with stock control; accessing suitable support within or outside the shop to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology is likely to be employed in implementing and monitoring the stock control procedures.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present but are not limited to:
- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to maintaining stock control.

Goods may include but is not limited to:
- front of shop merchandise for sale
- durable aids for hire.

Staff may include but are not limited to:
- full time, part time staff
- casual staff.

Documentation may include but is not limited to:
- invoices
- orders
- receipts
- statements.

Variations to quantity and quality may include but is not limited to:
- incorrect quantities
- incorrect colours, styles.

Safe handling and storage may include but is not limited to:
- following correct manual handling procedures
- following cold chain requirements.

Stock reorder cycles may vary according to:
- seasonal fluctuations
- intended promotions/sales.

Reports on stock take may include but is not limited to:
- stock quantities by type, size, colour
- stock displayed
- stock in storeroom
- damaged stock
- out-of-date stock
- transferred stock.

Stock losses may include but are not limited to:
- breakages
- theft
- passed expiry date.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to maintaining stock control.
- Consistently implementing and monitoring pharmacy policy/procedures regarding receipt, dispatch and secure storage of goods.
- Regular monitoring of staff implementation of pharmacy procedures and documentation in regard to receipt, dispatch and secure storage of goods.
- Monitoring stock levels, storage, movement and reorder cycles on a regular basis.
- Consistently monitoring the return of hired durable medical equipment (aids for independent living.)
- Ability to consistently organise and co-ordinate stock take, according to pharmacy policy and procedures.
- Evidence of the ability to consistently use effective communication techniques to communicate with others regarding stock control.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

• Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to maintaining stock control, including manual handling regulations.

• Knowledge and application of pharmacy policies and procedures, in regard to:
  • stock control
  • pharmacy merchandising system:
    • bar codes
    • labels
    • price tags
  • pharmacy stock recording system
  • stock replenishment/reorder procedures
  • inter and intra pharmacy/department transfers
  • reporting of stock discrepancies/damage, including durable medical equipment
  • identifying and recording stock losses
  • identifying and recording discrepancies
  • receipt and dispatch of goods including inspection for quality and quantity.

• Knowledge and skills in:
  • pharmacy stocktaking systems
  • the use of electronic recording equipment where relevant.

• Operational skills and techniques in:
  • communicating ideas and information
  • maintaining confidentiality and privacy
  • working with others and in teams
  • planning and organising activities
  • managing set routines and procedures
  • solving problems.

• Language, literacy and numeracy skills relevant to the role and workplace requirements.

• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across community pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy assistant performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - supervising staff who are receiving, unpacking and or dispatching stock
  - maintaining stock records and analysing stock performance
  - co-ordination of stock counts
  - identification and recording of stock losses
  - following pharmacy procedures in relation to stock control.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to maintaining stock control including stock performance and stock discrepancies. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to maintaining stock control.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off-the-job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - stock sheets
  - industry codes of practice
  - state and federal legislation as appropriate.
- Access to a pharmacy stock management system (real or simulated).
- Access to a range of pharmacy products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRRI3A Order stock

Unit Descriptor

This unit requires competencies which include networking and administrative skills while working under the supervision of the pharmacy buyer. In pharmacy this applies to front of shop.

This competency may apply to a range of work roles in the pharmacy.

This is a customised version of a competency unit endorsed in the Retail Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides, and is not available on the NTIS, which will only reflect the original version.

Unit Sector

No sector assigned

**ELEMENT**

**PERFORMANCE CRITERIA**

1. Process order

   1.1 Orders for stock are processed/raised as requested according to pharmacy policies and procedures.

   1.2 Ordering and recording system is accurately maintained.

   1.3 Availability of sample range is ensured according to buying plan.

   1.4 Pricing materials are ordered as required.

   1.5 Negotiated purchase and supply agreements are recorded accurately and filed for retrieval.

2. Follow up order

   2.1 Delivery process is monitored to meet agreed deadlines.

   2.2 Routine supply problems are handled or referred to management as required by pharmacy policy.

   2.3 Continuous liaison with buyers, pharmacy warehouse and suppliers is maintained to ensure continuity of supply.

   2.4 Stock is distributed according to pharmacy allocation.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By sharing ideas and information relative to order processing and follow up with staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By gathering stock requirement, pricing, delivery and supplier information, selecting and collating this data in a suitable format and undertaking necessary analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By scheduling and supervising activities associated with stock ordering for staff.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By involving staff in ordering and order follow up procedures encouraging participation and contribution to stock ordering requirements.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be utilised in implementing and maintaining an effective stock ordering process.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues with ordering stock and following up orders; accessing suitable support within or outside the pharmacy to resolve non-routine problems.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology is likely to be employed in processing stock orders, following up with suppliers and monitoring stock ordering processes for the pharmacy.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present but are not limited to:

- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to ordering stock.
Stock may include but is not limited to:

- front of shop merchandise for sale
- durable aids for hire.
- Ordering and recording system may be manual or electronic.

Pricing materials may include but are not limited to:

- labels
- label dispenser
- tags
- label display holders
- bar coding equipment.

Routine supply problems may include but are not limited to:

- stock out of production
- manufacturer out of stock
- delayed delivery.

Suppliers may include but are limited to:

- existing or new
- local or overseas.

Stock may include but is not limited to:

- stock in store
- damaged stock
- out-of-date stock
- transferred stock.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to ordering stock.
- Consistently raising/processing stock orders and maintaining record systems according to pharmacy policies and procedures.
- Consistently monitoring delivery processes and distributing stock to ensure continuity of supply.
- Handling urgent or emergency orders according to pharmacy procedures.
- Evidence of the ability to consistently use effective communication techniques to communicate with others regarding the ordering of stock.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
- Demonstration of the ability to source, record and disseminate stock information.
**Underpinning Knowledge and Skills**

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to ordering stock.
- Knowledge and application of pharmacy policies and procedures, in regard to:
  - pharmacy merchandising and marketing
  - range of merchandise
  - current and future stock levels
  - stocktaking and cyclical counts
  - stock records documentation
  - minimum stock levels
  - inter and infra pharmacy/department transfer procedures
  - existing suppliers
  - pharmacy quality control procedures and requirements.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating tact
  - working with others and in teams
  - planning and organising activities
  - managing set routines and procedures
  - solving problems.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

**Context of Assessment**

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.
Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across community pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - consistently raising and placing orders and maintaining record systems
  - following up orders with suppliers and handling routine supply problems
  - handling urgent or emergency orders
  - maintaining record systems.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to ordering stock. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing relevant workplace documentation for the ordering of stock.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off-the-job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy merchandise range policies
  - product/stock information
  - industry codes of practice
  - state and federal legislation as appropriate.
- Access to a range of suppliers (real or simulated).
- Access to pharmacy ordering system (real or simulated).
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRRI4B**  
**Buy merchandise**

This unit requires the competencies to buy merchandise in a retail environment. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.

**Unit Sector**  
Inventory

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Analyse market | 1.1 Store marketing policies analysed and identified.  
1.2 Customer requirements monitored formally and informally in order to evaluate market trends and customer needs.  
1.3 New products and services researched.  
1.4 Opportunities to improve sales identified, evaluated, implemented and reviewed.  
1.5 Merchandise range monitored to identify the demand for individual items and seasonal variations.  
1.6 Market competition monitored. |
| 2. Plan product range | 2.1 Buying plan developed and implemented in accordance with store policies and procedures.  
2.2 Future directions for merchandise ranges determined according to store policies.  
2.3 Relevant staff liaised with to coordinate promotional and marketing activities.  
2.4 Store/department sales figures analysed to determine contribution rates of product lines.  
2.5 Investment levels determined with reference to previous years' sales figures, predicted demand and projected gross profit.  
2.6 Contribution improvement opportunities identified and acted upon.  
2.7 Store/department space requirements and brand product mix determined according to store policy.  
2.8 Stock levels determined according to peak seasons, special events and supplier's lead time.  
2.9 Stock range and sources of supply analysed, evaluated and amended according to management, staff and customer feedback. |
| 3. Establish supplier relations | 3.1 Cooperative relationships with supplier representatives developed according to store policy.  
3.2 Existing suppliers continuously reviewed in regard to quality, profitability, service and delivery status.  
3.3 New suppliers identified and existing suppliers deleted according to performance indicators. |
4. Negotiate supply of goods
   4.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.
   4.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.
   4.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.
   4.4 Market factors affecting supply identified and communicated to relevant personnel.
   4.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines.
   4.6 Immediate corrective action taken where potential or actual problems with supply indicated.
   4.7 New suppliers identified and developed to maintain and improve sales and service delivery.
   4.8 Stock range and source of supply analysed, evaluated and amended according to management, staff and customer feedback.

5. Monitor quality control
   5.1 Merchandise quality standards established with suppliers according to legal requirements, customer requirements and store policy.
   5.2 Quality of merchandise monitored and ensured during supply, manufacture and delivery processes.
   5.3 Stock return figures recorded and analysed against target figure.

6. Introduce product range
   6.1 Relevant personnel informed of new product ranges and advised on preferred location of merchandise.
   6.2 Staff training in product knowledge implemented to introduce product range.
   6.3 New ranges demonstrated/displayed to staff according to store merchandising plan.

7. Maximise profit
   7.1 Individual product range contributions are calculated/estimated against budget/targets.
   7.2 Product range assessment checks developed and implemented against budget/targets.
   7.3 Overall selling space contributions calculated/estimated according to store merchandising plan.
   7.4 Profit margins maximised in negotiations with suppliers.
   7.5 Store pricing policies determined, according to stated net profit margin in store merchandising plan and consumer law.
   7.6 Specifications for terms of trade negotiated.

8. Rationalise stock
   8.1 Stock range reviewed and updated at regular intervals.
   8.2 Stock lines to be deleted identified and action taken to minimise adverse effect on profit.
   8.3 Stock consolidated as required to maximise sales potential.
**KEY COMPETENCIES**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Introducing product range and informing relevant personnel requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on new product range will need to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying new and existing suppliers requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required when informing and training staff members.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be required when analysing stock figures.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be required when analysing, evaluating and amending stock range and sources of supply.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when keeping records.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store merchandise and marketing policies which may include:
  - store culture
  - current market position
  - target market
- Product range may include:
  - existing stock
  - new stock
- Monitoring customer requirements may include:
  - questionnaires
  - surveys
  - observation
- Researching products and services may include:
  - Internet
  - brochures/leaflets
  - product seminars
- Market factors affecting supply may include:
  - fashion trends
  - product availability
  - sales performance
- Negotiation process may include:
  - face to face
  - correspondence
  - meetings
  - telephone or electronic media
- Stock consolidation may include:
  - movement of stock between departments or stores
- Pricing arrangements may include:
  - cash on delivery (COD)
  - cheque/credit card
  - invoice
  - Goods and Services Tax (GST)
- Reasons for deletion of stock lines may include:
  - changes in store policy/culture
  - sales performance
  - customer requirements
  - fashion trends
  - product availability
  - problems with supply
- Specifications for terms of trade may include:
  - special buys
  - payment terms
  - promotional deals with supplier
- Performance indicators may include:
  - price
  - quality
• performance
• supply reliability
• merchandise range

• Relevant personnel may include:
  • staff
  • area/store manager
  • supervisor
  • team leader

• Legal requirements may include:
  • sale of second hand goods
  • Trade Practices and Fair Trading Acts
  • license, patent or copyright arrangements
  • pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)

• Staff training may include:
  • on the job
  • off the job
  • one on one coaching
  • any combination of the above

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently applies store policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies.

• Applies market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control, according to the Range Statement.

• Accurately interprets market trends and applies these to the store situation to create opportunities to improve sales and services, while maximising profits.

• Analyses market and plans the introduction of a product and service range.

• Identifies suppliers, negotiates supply of goods, rationalises stock and monitors quality control.

• Trains/communicates information to and from staff/team members, in regard to stock and merchandise and service range.
Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

**Knowledge of:**

- Store policies and procedures, in regard to:
  - marketing
  - buying
  - profit margins
  - quality control
  - stock/inventory levels - current and future
  - stock location/allocated areas
  - staff product knowledge training
- Industry/store, including:
  - market needs
  - range of merchandise available
  - market competition
  - existing and possible new suppliers
  - channels of distribution
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements

**Skills in:**

- Evaluating and analysing:
  - market trends and projections
  - sales figures and investment levels
  - space requirements
- Negotiation skills
- Interpersonal communication skills including:
  - coaching
  - giving feedback
  - questioning/listening/observation
  - verbal and non-verbal communication
- Group presentation skills
- Report writing
- Using and applying technology, including electronic data interchange
- Literacy and numeracy skills in relation to:
  - developing pricing policies
  - calculating/estimating product range contributions
  - analysing stock figures
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI4B can be assessed with other units which make up a specific job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Access to relevant information and documentation, including:
  - store policy and procedures
  - legislation and statutory requirements
  - industry codes of practice
  - merchandise-supplier data


### WRRLP1B Apply safe working practices

#### Unit Descriptor

This unit incorporates the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the skills, knowledge and attitudes to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.

#### Unit Sector

Loss Prevention

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Observe basic safety procedures | 1.1 Procedures to achieve a safe working environment followed and maintained in accordance with all relevant occupational health and safety legislation, including codes of practice, relating to particular hazards in the workplace or industry.  
1.2 Unsafe work practices, including faulty equipment and plant are followed and reported according to store policy.  
1.3 Dangerous goods and substances managed in accordance with store policy and relevant State and Territory legislation.  
1.4 Tasks identified for potential manual risks and managed according to store policy.  
1.5 Reporting of work related incidents and accidents to designated personnel observed.  
1.6 Consultative processes for occupational health and safety demonstrated and procedures followed. |
| 2. Observe basic emergency procedures | 2.1 Fire and emergency procedures, including store evacuation, are followed in accordance with store policy and relevant State and Territory legislation.  
2.2 Designated personnel responsible for first aid and evacuation procedures identified correctly.  
2.3 Safety alarms identified accurately. |
**KEY COMPETENCIES**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Reporting unsafe situations requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on fire and safety hazards needs to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying evacuation procedures requires planning and organisation.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when maintaining a safe work environment for staff, customers and others.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be applied when estimating weights, size, quantities and mixtures.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when identifying correct procedures for accidents or illness.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - observing basic safety procedures
  - observing emergency procedures
- Safety procedures may include:
  - hazard identification eg workplace inspections
  - fire or store evacuation involving staff or customers
  - emergency, fire and accident procedures
  - personal safety procedures
  - procedures for the use of personal protective clothing and equipment
  - issue resolution procedures
  - reporting incidents and accidents in the workplace
- Occupational health and safety procedures may deal with:
  - safe manual handling and lifting
  - dangerous goods
  - customers
  - staff
  - equipment/tools
  - premises
  - stock
- Emergency procedures may include:
  - sickness
  - accidents
  - fire
  - storms/cyclones
  - store evacuation
  - armed hold up
- Unsafe situations may deal with but are not restricted to:
  - sharp cutting tools and instruments
  - electricity and water
  - damaged packing material or containers
  - toxic substances
  - inflammable materials and fire hazards
  - lifting practices
  - spillages
  - waste and debris
  - ladders
  - trolleys
  - broken or damaged equipment
  - glue guns/burns
- Designated personnel may include:
  - safety representative
  - supervisor/team leader
  - manager
- Checking plant and equipment may include:
• guarding of machinery
• sharp cutting tools and instruments
• broken or damaged equipment
• damaged packing material or containers
• Safe manual handling practices may include:
  • lifting practices
  • use of equipment such as ladders, trolleys
  • job procedures
• Communication and consultation processes may include:
  • minutes from staff meetings, occupational health and safety meetings
  • identification of health and safety representatives
  • suggestions from staff for improving existing tasks and procedures

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Competency in this unit requires evidence that the candidate:

• Consistently applies safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.
• Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.
• Identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures.
• Reads, accurately interprets and consistently applies manufacturers' instructions for storage and use of hazardous goods.
• Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.
Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - occupational health and safety and emergency procedures, which will take into account where applicable, State and Territory legislation and regulations
  - rights and responsibilities of designated personnel responsible for health and safety in the workplace
- Relevant industry codes of practice
- Management of occupational health and safety in the workplace including:
  - communication and consultation processes
  - reporting procedures
  - manual handling procedures
  - interpreting symbols for occupational health and safety signage
- First aid procedures
- Identification what hazards exist in the workplace including:
  - managing broken or of faulty equipment
  - storage of dangerous goods and hazardous substances
  - fire/chemical/electrical hazards
  - spills/leakage of materials
  - appropriate waste disposal
  - slips/trips/falls
- Controlling risks through the 'hierarchy of control' including:
  - eliminating hazards
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing

Skills in:

- Locating and using safety alarms/fire extinguishers/emergency exits
- Identifying hazardous goods and substances
- Interpreting symbols used for occupational health and safety signage
- Storing and using chemicals and hazardous substances
- Handling broken or damaged equipment
- Manual handling procedures
- Using personal protective gear/equipment
- Appropriate waste disposal
- Literacy skills in regard to:
  - reading and interpreting instructions
Numeracy skills in regard to:
- estimating weights, size, quantities and mixtures

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP1B can be assessed with the following units:
- WRRCS1B Communicate in the workplace
- WRRER1B Work effectively in a retail environment
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A real or simulated work environment
- Suitable equipment and materials for lifting
- Relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer's instructions/operation manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice
WRRLP2B Minimise theft

Unit Descriptor
This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

Unit Sector
Loss Prevention

ELEMENT PERFORMANCE CRITERIA

1. Apply routine store security
   1.1 Store security systems and procedures applied according to store policy.
   1.2 Cash handled and secured according to store policy.
   1.3 Suspect behaviour by customers observed and dealt with according to store policy.
   1.4 Internal and external theft dealt with according to store policy.
   1.5 Products and equipment stored in a secure manner.

2. Minimise theft
   2.1 Appropriate action taken to minimise theft by applying store procedures.
   2.2 Merchandise matched to correct price tags.
   2.3 Surveillance of merchandise maintained according to store policy and legislative requirements.
   2.4 Customers’ bags checked as required at point of sale according to store policy and legislative requirements.
   2.5 Security of cash, cash register and keys maintained according to store policy.
   2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.
   2.7 Suspected or potential thieves dealt with according to store policy and procedures.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information of security systems needs to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Checking customer bags may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when identifying suspect customer behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may not be required in this unit.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving may be required when dealing with theft.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Use of technology may be required when reporting and recording theft.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - security
  - surveillance of merchandise
- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up
- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas
- Legal requirements may include:
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.
- Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.
- Monitors stock, work area, customers and staff to minimise opportunities for theft.
Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- Relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- Store merchandising system
- Security procedures relating to cash and non-cash transactions
- Location and operation of store security equipment
- Reporting procedures for external/internal theft or suspicious circumstances

Skills in:

- Literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP2B can be assessed with the following units:

- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRR11B Perform stock control procedures
- WRRF1B Balance the register/terminal
Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated work environment
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
  - Relevant security equipment
  - Point of sale equipment
### WRRLP3B Maintain store safety

**Unit Descriptor**

This unit is based on the National Occupational Health and Safety Commission (NOHSC) Guidelines and encompasses the competencies required to maintain store safety in a retail environment. It involves informing and involving team members, monitoring and maintaining a safe working environment, implementing emergency procedures, identifying the need for occupational health and safety training and maintaining occupational health and safety records.

**Unit Sector**

Loss Prevention

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Inform team members | 1.1 Store policies and procedures in regard to occupational health and safety and emergency procedures clearly and accurately explained to team members.  
1.2 Team members given access to store policy.  
1.3 Relevant provisions of occupational health and safety legislation and codes clearly and accurately explained to team members.  
1.4 Information on identified hazards and risk control procedures regularly provided and clearly and accurately explained to team members. |
| 2. Involve team members | 2.1 Provide opportunities and processes for team members to consult and contribute on occupational health and safety issues according to store policy.  
2.2 Issues raised are resolved promptly or referred to relevant personnel according to store policy.  
2.3 Outcomes of issues raised on occupational health and safety matters promptly conveyed to team members. |
| 3. Monitor and maintain a safe working environment | 3.1 Store policies and procedures implemented with regard to identification, prevention and reporting of potential hazards.  
3.2 Prompt action taken to deal with hazardous events according to store policies.  
3.3 Unsafe or hazardous events investigated to identify cause and inadequacies in risk control measures or resource allocation for risk control measures identified and reported to relevant personnel.  
3.4 Control measures to prevent re-occurrence and minimise risks of unsafe and hazardous events implemented and monitored according to store policy and the hierarchy of control.  
3.5 Hazardous goods handled and stored in accordance with store policy and occupational health and safety regulations.  
3.6 Equipment maintained in accordance with store policy and occupational health and safety regulations.  
3.7 Team performance monitored to ensure use of safe manual handling techniques. |
4. Implement emergency procedures
   4.1 Store emergency policies and procedures implemented promptly in the event of an emergency.

5. Identify need for occupational health and safety training
   5.1 Occupational health and safety training needs identified accurately, specifying gaps between occupational health and safety competencies required and those held by team members.
   5.2 Training organised/arranged according to store policy.

6. Maintain occupational health and safety records
   6.1 Occupational health and safety records and legal requirements for the maintenance of records for occupational injury and disease completed accurately and legibly, according to store policy.
   6.2 Information from records used to identify hazards and monitor risk control procedures according to store policy.

KEY COMPETENCIES
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By informing team members of store policies and procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By identifying relevant occupational health and safety policies and procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing emergency policies and procedures requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Encouraging team members to contribute to occupational health and safety issues requires team work to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques may not be applicable to this unit.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Identifying hazardous events and implementing control procedures requires problem solving skills to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Maintaining records may require the use of technology.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures
- Occupational health and safety procedures may deal with:
  - customers
  - staff
  - equipment
  - premises
  - stock
  - manual handling
- Emergencies may include:
  - sickness
  - accidents
  - fire
  - store evacuation involving staff or customers
  - product recall/contamination
  - bomb threat
  - cyclones
  - dealing with dangerous customers
- Hazardous goods/equipment may include:
  - use and storage of hazardous/chemical sprays
  - handling products treated with chemicals
  - poisonous/allergenic effects of products
  - electricity and water
- Correct use of equipment and protective gear may include:
  - correct foot wear
  - protective gear (eyes, face, hands)
- Occupational health and safety information may include:
  - general duty of care
  - requirements for the maintenance and confidentiality of records of occupational injury and disease
  - provision of information and training
  - regulations and codes of practice relating to hazards present in work area
  - health and safety representatives and occupational health and safety committees
  - issue resolution
- Hazardous events may include:
  - accidents
  - fires
  - chemical spills
  - bomb threats
- Procedures for dealing with hazardous events may include:
• evacuation
• chemical containment
• first aid procedures
• Store emergency policies and procedures may include:
  • alarm systems and procedures
  • fire fighting procedures
  • store evacuation procedures for staff and customers
  • transport arrangements for sick and/or injured persons
  • medical attention procedures
  • events likely to endanger staff or customers
  • product recall/contamination

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Applies and monitors store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to occupational health and safety and emergency procedures.
• Applies and monitors safe work practices in the handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
• Interprets and monitors the implementation of manufacturers' instructions with regard to handling stock and using relevant equipment.
• Applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials.
• Identifies occupational health and safety training needs and maintains occupational health and safety records.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures, in regard to:
  • occupational health and safety
  • emergency procedures
  • unsafe or hazardous goods
  • handling and storage
  • disposal
  • bomb threat procedures
  • store evacuation
  • Manual handling and safe lifting techniques
  • Possible fire and safety hazards
  • Sickness and accident procedures
  • Location of nearest first aid assistant/facility
  • Hierarchy of risk control:
    • elimination of hazards
    • engineering controls to reduce risk
    • administrative controls
    • use of personal protective equipment
  • Relevant occupational health and safety legislation/regulations/codes of practice
  • Principles and techniques in interpersonal communication

Skills in:

• Interpersonal communication skills including:
  • giving feedback
  • coaching
  • performance analysis
  • questioning/listening/observation
  • group presentation
  • team motivation
  • negotiation
  • verbal and non verbal communication
  • team leadership
• Literacy and numeracy skills in regard to:
  • interpreting and applying occupational health and safety documents
  • reporting procedures

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated competency assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP3B can be assessed with the following unit:

WRRLP4B Maintain store security

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

• Observation of the person in the workplace
• A simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Access to relevant equipment such as:
  • stock moving equipment
  • alarm systems
  • first aid equipment
  • fire fighting equipment
  • communication equipment
• Relevant documentation, such as:
  • occupational health and safety legislation
  • store evacuation procedures
  • store policy and procedures manuals
WRRLP4B
Unit Descriptor

Maintain store security

This unit encompasses the skills and knowledge required to maintain store security in a retail environment. It involves implementing store policies and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

Unit Sector
Loss Prevention

ELEMENT
1. Monitor and maintain store security

PERFORMANCE CRITERIA

1.1 Store policies and procedures implemented to ensure store security maintained.
1.2 Security procedures are monitored and reviewed according to store policy.
1.3 Procedures implemented to minimise theft of easily stolen merchandise.
1.4 Security of cash, cash register and keys maintained according to store policy.
1.5 Store procedures in regard to transactions implemented.
1.6 Team members are informed of store policies and procedures in regard to security.
1.7 Team members provided with feedback in regard to implementation/non implementation of store security procedures.
1.8 Staff provided with on going supervision and training to facilitate awareness and detection of theft.
1.9 Matters likely to affect store security reported according to store policy.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Team members will need to be informed of store policies and procedures in regard to safety.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Reviewing security procedures will require information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Providing training to staff members requires planning and organisation.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Providing supervision and training to team members will require team work.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Monitoring cash handling and transactions will require the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving will be applied when implementing procedures to minimise theft.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when reporting on store security.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Security procedures may deal with:
  - customers
  - staff/staff property
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash and cash movement
  - equipment
  - premises
  - opening and closing of premises
  - theft
  - armed robbery
  - events likely to endanger customers or staff

- Store security procedures may include:
  - opening and closing of premises
  - checking bags
  - cash handling, credit card and cheque transactions
  - video monitoring
  - banking procedures

- Supervision and training may include:
  - mentoring/coaching
  - off the job training
  - on the job training

- Transactions may include:
  - credit cards
  - cash/cheque
  - EFTPOS
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security.
- Applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases.
- Interprets, applies and monitors security procedures in regard to:
  - cash handling, credit card and cheque transactions
  - internal or external theft or suspicious circumstances
  - armed robbery
  - opening and closing premises.
- Implements store policies and procedures in regard to:
  - informing staff regarding store security
  - staff security supervisions and training.
Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

**Knowledge of:**
- Store policies and procedures, in regard to:
  - security
  - cash handling, credit card, cheque transactions
  - external/internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - procedures for opening and closing premises
- Relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- Store alarm and security systems
- Principles and techniques of interpersonal communication

**Skills in:**
- Interpersonal communication, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - interpreting and applying occupational health and safety documents
  - reporting procedures

**Assessment Process**
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP4B can be assessed with the following unit:
WRRLP3B Maintain store safety

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures in regard to security
  - legislation and statutory requirements
  - occupational health and safety legislation
- Access to relevant equipment such as:
  - alarm systems
  - point of sale equipment
  - communication equipment
WRRLP5B Apply store security systems and procedures

Unit Descriptor
This unit builds on unit WRRLP2B Minimise Theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with State and Territory laws.

Unit Sector
Loss Prevention

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Maintain store security systems | 1.1 Security equipment operated according to manufacturer's instructions and store procedures. 
1.2 Security equipment regularly checked to ensure operational effectiveness and faults.
1.3 Regular servicing organised in line with store procedures/manufacturer's specifications.
1.4 Surveillance of specific store areas is applied in line with store procedures.
1.5 Security data entered accurately and updated as required by store policy and procedures. |
| 2. Deal with potentially unsecured situations | 2.1 Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions. |
| 3. Detect and apprehend thieves | 3.1 Evidence associated with each theft offence is collected as required by the law of evidence under State or Territory legal proceedings.
3.2 Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures.
3.3 Apprehension and/or arrest of thieves is facilitated in line with store procedures and State or Territory law.
3.4 Store detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender. |
| 4. Apply post apprehension procedures | 4.1 Reports prepared for police/security personnel according to legal requirements and store procedures.
4.2 Appropriate requirements/processes applied for post apprehension. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Reporting factors which increase security risk requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting evidence associated with theft requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Applying store detection and apprehension procedures requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required when communicating information to team members.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be required when preparing reports.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when considering alternative actions to arrest.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when preparing and presenting reports.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - the apprehension of thieves
  - the operation of security equipment
- Security equipment used in stores may include:
  - alarms
  - surveillance equipment such as cameras, closed circuit television
  - dye tags
  - security barcodes
- Theft and other property offences may include:
  - customer and bag checking procedures
  - criminal deception (false pretences)
  - criminal (willful) damage
- Appropriate requirements/processes for post apprehension include:
  - obtaining brief particulars
  - recovery of merchandise
  - searching offenders
  - rights of offenders
  - questioning offenders, according to State/Territory law

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and accurately operates store security equipment.
- Consistently applies store procedures and relevant State or Territory legislation, case law or common law in relation to the detection and apprehension of offenders.
- Identifies and records evidence in accordance with relevant State/Territory legislation, case law or common law.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - dealing with theft and other property offenses, including customer bag checking procedures
  - dealing with other property offences, including criminal deception (false pretences), criminal (willful) damage
  - apprehension of offenders
  - operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures
- Surveillance techniques
- Relevant law and industry codes of practice and their application in relation to store policies and procedures, in regard to the checking of customers' bags and purchases
- The elements of proof and defences to the offence as per the relevant State/Territory legislation, case law and common law
- Relevant powers of arrest and post arrest procedures within the appropriate State or Territory and their application in relation to store policies and procedures
- The applicable Rules of Evidence of the relevant State/Territory, court procedures and the giving of evidence in court
- Occupational health and safety legislation/guidelines
- Theft statistics, annual cost of theft, thief profiles and categories
- Definition of theft and larceny
- Reporting methods

Skills in:

- Surveillance techniques
- Literacy and numeracy skills in relation to:
  - interpreting legal documents
  - recording and reporting procedures

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP5B can be assessed with other units which make up a specific job function.

### Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

### Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - theft statistics
  - thief profiles
  - legislation and statutory requirements relating to theft and property offences
  - store policy and procedures manuals
- Access to equipment such as:
  - security systems
  - communication equipment
WRRM1B Merchandise products

Unit Descriptor
This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.

Unit Sector
Merchandising

ELEMENT PERFORMANCE CRITERIA

1. Place and arrange merchandise
   1.1 Merchandise unpacked in accordance with store procedures.
   1.2 Merchandise placed on floor, fixtures and shelves in determined locations.
   1.3 Merchandise displayed to achieve a balanced fully stocked appearance and promote sales.
   1.4 Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure.
   1.5 Stock range placed to conform with fixtures, ticketing, prices or bar codes.
   1.6 Stock rotated according to stock requirements and store procedure.
   1.7 Stock presentation conforms to special handling techniques and other safety requirements.

2. Prepare display labels/tickets
   2.1 Labels/tickets for window, wall or floor displays prepared according to store policy.
   2.2 Tickets prepared using electronic equipment or neatly by hand according to store procedures.
   2.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.
   2.4 Electronic ticketing equipment used and maintained according to design specifications.
   2.5 Ticketing equipment maintained and stored in a secure location.

3. Place, arrange and display price tickets and labels
   3.1 Tickets/labels are visible and correctly placed on merchandise.
   3.2 Labels/tickets replaced according to store policy.
   3.3 Correct pricing and information maintained on merchandise according to store procedures, industry codes of practice and legislative requirements.
4. Maintain displays

4.1 Special promotion areas reset and dismantled.
4.2 Supervisor assisted in selection of merchandise for display.
4.3 Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
4.4 Unsuitable or out of date displays identified, reset and/or removed as directed.
4.5 Optimum stock levels identified and stock replenished according to store policy.
4.6 Display areas maintained in a clean and tidy manner.
4.7 Excess packaging removed from display areas.

5. Protect merchandise

5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and legislative requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Information on arranging merchandise may need to be communicated to others.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Store procedures for arranging merchandise and preparing display tickets/labels will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Placing and arranging merchandise will require planning and organising.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required to complete and maintain display areas.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Maintaining stock levels and replenishing stock may require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be applied when identifying merchandise for display.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may be required for preparing display tickets/labels.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - merchandising of stock
  - preparing and displaying tickets/labels
  - maintaining displays
- Displays may include:
  - setting new displays
  - maintaining existing ones
- Tickets and pricing requirements may include:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Merchandise may be characterised by:
  - type
  - brand
  - size
  - customer needs
  - colour
  - price
- Legislative requirements may include:
  - pricing requirements including Goods and Services Tax (GST) requirements
  - industry codes of practice
  - discounted items
- Trade Practices and Fair Trading Acts
- Safety requirements may include:
  - transport, storage and handling of goods
  - hazardous substances
  - labelling of workplace substances
The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.
- Prepares display labels and price tickets for merchandise with regard to store policies and procedures.
- Operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturers' instructions and design specifications.
- Arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements.
- Identifies damaged, soiled or out of date stock and takes corrective action as required by store procedures and legislative requirements.
- Maintains display areas and replenishes stock as required in accordance with store procedures and legislative requirements.
- Performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling/ticketing equipment and materials
- Correct manual handling techniques for protection of self and merchandise
- Principles of display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety regulations including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances
- Relevant legislation and statutory requirements
- Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)
- Relevant industry codes of practice

Skills in:

- Use and maintenance of manual and electronic labelling/ticketing equipment
- Completing tasks in a set time frame
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels/tickets
  - reading and understanding manufacturer’s instructions
 Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM1B can be assessed with the following units:

• WRRS2B Advise on products and services
• WRRS1B Sell products and services

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

• Observation of the person in the workplace
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A retail work environment
• A range of ticketing and pricing equipment
• Merchandise for display
• Display materials and props
• Cleaning materials
• Relevant documentation, such as:
  • store policy and procedure manuals on housekeeping, merchandising and occupational health and safety
  • manufacturer's instructions/operation manuals on electronic ticketing equipment
  • relevant legislation and industry codes of practice
WRRM2B Perform routine housekeeping duties

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices by staff members and the organisation of the work area to keep the workplace tidy, clean and safe.

Unit Sector

Merchandising

ELEMENT PERFORMANCE CRITERIA

1. Organise work area
   1.1 Work areas maintained in a safe, uncluttered and organised manner according to store policy.
   1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy.
   1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.

2. Clean work area
   2.1 Store policies and procedures for personal hygiene applied.
   2.2 Store policies and procedures applied for cleaning of work area.
   2.3 Waste promptly removed and disposed of according to store policy and legislative requirements.
   2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to store policy and legislative requirements.
   2.5 Signage promptly displayed in regard to unsafe areas.
   2.6 Equipment and consumable materials maintained and stored correctly after use.
   2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer’s instructions and legislative requirements.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Faults or problems will need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Store policies and procedures for cleaning work areas will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Cleaning work areas and disposing of waste will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when carrying out routine procedures and reporting to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be required when measuring out chemicals.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be required to clean particular areas.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required when operating a range of cleaning equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
  - housekeeping practices
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - use and storage of cleaning chemicals
- Work areas may include:
  - counters
  - benches
  - sinks
  - point of sale terminals
  - point of sale areas
  - preparation areas
  - walkways and aisles
  - displays
  - fixtures and other working surfaces
- Handling and cleaning techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Unsafe areas may include:
  - spills
  - sharp edges
  - loose wiring
- Reporting of faults/problems may be conducted by:
  - face to face
  - email
  - phone
  - fax
- Legislative requirements may include:
  - waste removal
  - environmental protection
  - transport, storage and handling of goods
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - occupational health and safety
  - use of protective clothing/equipment
- Appropriate personnel may include:
  - manager
  - area supervisor
  - team leader
  - colleagues
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently applies housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas.
• Consistently applies safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:
  • store policy and procedures
  • occupational health and safety legislation/regulations/codes of practice
  • industry codes of practice
  • manufacturers’ instructions and design specifications.
• Applies store housekeeping program of work area and reports faults/problems to relevant person/department.
• Reads, accurately interprets and consistently applies manufacturers’ instructions for cleaning products, tools and equipment.
• Completes tasks in set time frame.
**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- Relevant occupational health and safety regulations
- Relevant labels to identify chemicals and hazardous substances/HAZCHEM labels
- Manufacturer's instructions for use of cleaning materials or hazardous substances
- Manufacturer's instructions for use of cleaning equipment
- Relevant legislation and statutory requirements
- Relevant industry codes of practice

Skills in:

- Using and maintaining cleaning equipment
- Using and storing chemicals, hazardous substances and flammable materials
- Using electrical and other equipment safely
- Literacy and numeracy skills in:
  - reading and understanding manufacturer's instructions
  - reading and understanding warning labels and instructions for the use of chemicals and hazardous substances

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM2B can be assessed with the following units:

- WRRCS1B Communicate in the workplace
- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe working practices
- WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Cleaning/store housekeeping equipment and materials
- Relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and occupational health and safety
  - manufacturer's instructions/operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations
WRRM3B Co-ordinate merchandise presentation

Unit Descriptor
This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities.

Unit Sector
Merchandising

ELEMENT PERFORMANCE CRITERIA

1. Coordinate merchandise presentation and display
   1.1 Items to be advertised/promoted, identified according to store merchandising policy.
   1.2 Promotions or special events planned, coordinated and evaluated as directed by management.
   1.3 Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact.
   1.4 Staff informed of store display standards/requirements.
   1.5 Staff informed of occurrence and timing of promotions and special events.
   1.6 Product/service display information accurately depicts product/service being promoted.
   1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.
   1.8 Displays constructed and maintained in a safe, secure manner.
   1.9 Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required.
   1.10 Staff informed of appropriate timing for dismantling and disposal of displays.
   1.11 Merchandise presentation evaluated against sales turnover and store presentation standards.
   1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities.

2. Implement merchandise pricing
   2.1 Store policies and procedures implemented in regard to pricing/ticketing.
   2.2 Current prices for products and services identified and amended according to store policy.
   2.3 Team members informed of both price changes and current pricing policies.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Informing staff of promotions and special events requires communication of ideas and information.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Planning promotions and special events requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning the construction and maintenance of displays requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required when supervising staff in setting up and maintaining displays.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Identifying and amending prices for products and services requires the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when planning and constructing displays.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when constructing displays and evaluating sales turnover.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
  - merchandising
  - pricing policies
- Display requirements may include:
  - setting up new displays
  - maintaining existing ones
- Display may be located in a variety of areas including:
  - windows
  - shelves
  - walls fixtures on floor
- Tickets may be provided or produced:
  - electronically
  - manually
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Promotions and special events may include:
  - advertising
  - catalogues
  - special offers
  - in store promotions
  - seasonal promotions
- Pricing policies may include:
  - discounted items
  - inclusion/exclusion of Goods and Services Tax (GST)
  - sale items
- Staff and store requirements may include:
  - varying levels of staff training
  - staffing levels
  - full time, part time or casual staff
  - routine or busy trading times
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Consistently and accurately implements store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
• Coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements.
• Identifies products to be advertised/promoted according to store merchandising policies.
• Coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner.
• Informs staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays.
• Evaluates and reports sales and presentation effectiveness of store merchandising/promotional activities to management and staff as required by store policies and procedures.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, pricing and ticketing
  - merchandise range
  - storage of stock
  - stock rotation and replenishment
  - minimum stock levels required
- Procedure for accessing information and implementing price changes
- Principles of display/design
- Location of display areas
- Availability and use of materials
- Store promotional themes
- Occurrence and timing of store promotions including advertising, catalogues and special offers
- Load bearing capacity of fixtures and display areas
- Correct storage procedures for labelling/ticketing equipment and materials
- Relevant occupational health and safety legislation/regsulations/codes of practice
- Relevant legislation and statutory requirements including Trade Practices and Fair Trading Acts
- Pricing procedures including Goods and Services Tax (GST) requirements
- Relevant industry codes of practice
- Principles and techniques of interpersonal communication skills
- Manufacturer's specifications for the use of electronic labelling/ticketing equipment

Skills in:

- Use and maintenance of electronic labelling/ticketing equipment
- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy and numeracy skills in relation to:
  - machine or manual preparation of labels/tickets
  - reading and interpreting store policies and procedures
  - merchandise presentation and pricing
**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM3B can be assessed with other units which make up a specific job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

**Resources Required**

- A retail work environment
- Pricing and ticketing equipment
- Merchandise for display
- Display materials and props
- Relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - occupational health and safety requirements
  - manufacturer's instructions/operation manuals on electronic ticketing equipment
  - legislation and statutory requirements
  - industry codes of practice
- Access to a work team
WRRM4A Co-ordinate Housekeeping

Unit Descriptor

This unit requires a level of competency involving the responsibility for ensuring staff members maintain housekeeping.

This competency may apply to a range of work roles in the pharmacy.

This is a customised version of a competency unit endorsed in the Retail Training Package and the title and national code of that source unit have been retained. This customised unit includes a contextualised range of variables and evidence guides, and is not available on the NTIS, which will only reflect the original version.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Implement housekeeping policies

1.1 Pharmacy policies and procedures are implemented to ensure counter, point of sales area, fixtures, displays, walkways and other work areas are maintained in a clean and tidy manner.

1.2 Individual and work group performance is monitored to ensure housekeeping standards are maintained according to pharmacy policy.

1.3 Regular schedule/roster for pharmacy/department housekeeping tasks and inspections is developed and maintained.

1.4 Staff members are informed of individual responsibilities for housekeeping tasks.

1.5 Procedures for prompt waste removal, especially spillage on floors, is implemented according to pharmacy policy.

1.6 Supply and maintenance of housekeeping equipment and materials is co-ordinated according to pharmacy policy.

1.7 Pharmacy procedures for safe storage of housekeeping equipment is ensured.

1.8 Suggestions for improvements in procedures are reported to management according to pharmacy policy.
There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By sharing ideas and information with staff relative to housekeeping policies.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising</td>
<td>By gathering information associated with monitoring housekeeping procedures, processes</td>
<td>2</td>
</tr>
<tr>
<td>activities</td>
<td>and supplies, selecting and collating this data in a suitable format, and undertaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>necessary analysis.</td>
<td></td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By planning, organising and supervising activities associated with housekeeping for</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>staff.</td>
<td></td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By developing understanding of and commitment to shop housekeeping policies and practices,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>encouraging participation and individual contribution.</td>
<td></td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Not required.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By independently resolving all routine issues to do with housekeeping associated with</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>the pharmacy, accessing suitable support within or outside the shop to resolve non-routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>problems.</td>
<td></td>
</tr>
<tr>
<td>Using technology</td>
<td>Not required.</td>
<td>-</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present but are not limited to:

- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to co-ordinating housekeeping.
Individual and work group performance may include but is not limited to:

- ensuring a safe and clean working environment.

Housekeeping tasks and inspections may include but are not limited to:

- waste removal
- maintenance, use and storage of cleaning equipment
- cleaning spillage.

Staff may include but are not limited to:

- full time, part time, casual staff.

Housekeeping equipment and materials may include but are not limited to:

- vacuum cleaners, mops, brooms, sponges, brushes
- cleaning and disinfecting fluids, powders, sprays.

Pharmacy procedures for safe storage of housekeeping equipment may include but is not limited to:

- procedures for the storage of hazardous and toxic substances
- following infection control guidelines
- secure access away from customers.

Suggestions for improvements in procedures may be reported but not limited to the following ways:

- verbally
- in writing.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit.

- Consistently applying pharmacy policies, standards and guidelines, industry legislation, regulatory requirements and codes of practice in regard to co-ordinating housekeeping including housekeeping duties in work area, point of sale terminals, walkways and fixtures/display areas.
- Implementing and monitoring pharmacy housekeeping policies and procedures including prompt waste/spillage removal, infection control guidelines and occupational health and safety legislation/regulations/codes of practice.
- Developing and maintaining regular housekeeping schedules/rosters.
- Informing staff of responsibilities for housekeeping tasks.
- Monitoring individual and work group performance ensuring housekeeping standards are maintained.
- Co-ordinating supply, maintenance and safe storage of housekeeping equipment and materials.
- Reporting suggestions for improvements in procedures to management.
- Evidence of the ability to consistently use effective communication techniques to communicate with others when co-ordinating housekeeping.
- Recognition of the situations requiring referral to the pharmacist and/or other pharmacy staff according to pharmacy policy.
- Demonstration of the ability to source, record and disseminate housekeeping information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regards to co-ordinating housekeeping including:
  - location, use and maintenance of cleaning materials and protective clothing
  - disposal of waste products including hazardous materials and environment protection
  - storage of scheduled and restricted drugs
  - reporting problems and faults.
- Knowledge, understanding and application of relevant:
  - labels used to identify chemicals and hazardous substances/HAZCHEM labels
  - manufacturers' instructions for use of cleaning materials or hazardous substances
  - manufacturers' instructions for use of cleaning equipment
  - pharmacy infection control guidelines.
- Knowledge of and skills in:
  - use and maintenance of cleaning equipment
  - use and storage of chemicals, hazardous substances and flammable materials
  - safe use of electrical and other equipment.
- Knowledge of principles and techniques in interpersonal skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - work group motivation
  - negotiation
  - verbal and non verbal communication
  - leadership.
- Knowledge of principles and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - planning and organising activities
  - managing set routines and procedures
  - solving problems.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

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 pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across community pharmacy qualifications, refer to the Assessment Guidelines section 1.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - developing and maintaining regular housekeeping rosters
  - allocating housekeeping tasks to work team members
  - monitoring the completion of tasks.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to housekeeping. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing workplace documentation relevant to housekeeping.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Housekeeping products and equipment.
- Relevant documentation such as:
  - pharmacy policy and procedures
  - housekeeping information
  - industry codes of practice and state and federal legislation as appropriate.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRRO1B Manage merchandise and store presentation**

**Unit Descriptor**
This unit encompasses a range of competencies required to manage merchandise and store presentation. It involves managing store merchandising, planning and managing store advertising and promotions, managing store pricing policies and managing housekeeping.

**Unit Sector**
Operations

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Manage store merchandising | 1.1 Layout and presentation support market position and promote customer flow according to store policy.  
1.2 Layout assessment checks developed and implemented.  
1.3 Standards for visual presentations and displays defined and clearly communicated to all staff.  
1.4 Staff consulted to assess customer response to space allocations. |
| 2. Plan and manage store advertising and promotions | 2.1 Store policies and procedures, managed and implemented in regard to store promotional activities.  
2.2 Activities organised in line with anticipated/researched customer requirements.  
2.3 Promotions managed in order to achieve maximum customer impact.  
2.4 Arrangements with suppliers negotiated in regard to special promotional activities.  
2.5 Store activities coordinated to complement shopping centre/retail complex promotions.  
2.6 Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.  
2.7 Promotional activities accurately documented and reported on. |
| 3. Manage store pricing policies | 3.1 Store policies and procedures maintained in regard to pricing.  
3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff.  
3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements. |
| 4. Manage housekeeping | 4.1 Store policies and procedures developed and implemented in regard to store housekeeping and maintenance.  
4.2 Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained.  
4.3 Contingency plan initiated in the event of merchandise or store presentation problems. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Pricing trends and changes need to be communicated to relevant staff.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Developing and implementing assessment checks requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when consulting with staff to assess customer response to space allocations.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be applied when developing pricing procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may be applied when developing rosters/schedules and developing promotional activities.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - promotion of products and services
  - housekeeping
- Pricing procedures may include:
  - marking down of slow moving stock
  - soiled or damaged goods
  - goods close to use-by date
  - end of season stock
- Store merchandising plan may include:
  - target market/market research
  - store image
  - store layout and space availability
  - seasonal lines
  - pricing policy
- Customer market research may be:
  - formal
  - informal
- Promotions may include:
  - advertising
  - catalogues
  - newspapers
  - posters
  - radio or TV
  - suppliers
  - Internet/website
- Promotions may involve:
  - external and in-store activities
  - corporate or locally based
  - dealing with advertising agencies and consultants
- Pricing policies may include:
  - long term and short term
  - internal and external considerations
  - pricing policies including Goods and Services Tax (GST) requirements
- Legislative requirements may include:
  - Trade Practices and Fair Trading Acts
  - consumer law
- Housekeeping may include:
  - store premises
  - fittings
  - fixtures
  - equipment
- Contingency plans may include:
  - major spillages
  - flood/storm
  - breakages
The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Collaboratively plans layout and presentation of merchandise according to store policies and procedures.
- Assesses effectiveness of layout and presentation according to sales targets and/or predetermined objectives.
- Collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures.
- Assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures.
- Collaboratively plans, coordinates and implements pricing activities according to store policies and procedures.
- Collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing/marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- Occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - visual merchandising
  - project management

Skills in:

- Providing feedback on performance
- Communicating store standards and expectations
- Report presentation
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO1B can be assessed with other units which make up a particular job function.

### Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

### Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - occupational health and safety legislation/regulations/codes of practice
- Access to a work team
### WRRO2B

#### Unit Descriptor

Manage sales and service delivery

This unit encompasses the competencies required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

#### Unit Sector

Operations

### ELEMENT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain and improve operations</td>
<td>1.1 Policies and procedures for sales and service delivery implemented, communicated and reviewed on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>1.2 Resource allocation for client service provision is adequate and maintained in line with store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Customer complaints which have been referred by staff, resolved according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Sales and service targets/plans consistent with quality and functional specifications.</td>
</tr>
<tr>
<td></td>
<td>1.5 Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required.</td>
</tr>
<tr>
<td></td>
<td>1.6 Sales and service targets/plans communicated to relevant personnel according to implementation schedules.</td>
</tr>
<tr>
<td></td>
<td>1.7 Feedback given to staff on operations and outcomes.</td>
</tr>
<tr>
<td></td>
<td>1.8 Staff encouraged to take responsibility for meeting customer requirements.</td>
</tr>
<tr>
<td></td>
<td>1.9 Feedback from customers sought and used to improve future operations.</td>
</tr>
<tr>
<td></td>
<td>1.10 Corrective measures taken to minimise factors which may cause operations to be disrupted.</td>
</tr>
<tr>
<td></td>
<td>1.11 Corrective actions monitored and evaluated for effectiveness and used for future operational planning.</td>
</tr>
<tr>
<td></td>
<td>1.12 Current and accurate records on sales are available to authorised personnel.</td>
</tr>
<tr>
<td></td>
<td>1.13 Relevant reports interpreted and acted upon as required.</td>
</tr>
</tbody>
</table>
2. Negotiate supply of goods

2.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.

2.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.

2.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

2.4 Market factors affecting supply identified and communicated to relevant personnel.

2.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time limits.

2.6 Immediate corrective action taken where potential or actual problems with supply indicated.

2.7 New suppliers identified and developed to maintain and improve sales and service delivery.

3. Establish customer requirements

3.1 Strategies planned and developed to enhance customer service provision according to store policy.

3.2 Customer needs researched and analysed accurately in regard to local geographic and cultural issues.

4. Provide productive work environment

4.1 Sufficient supply of resources of the necessary quantity and quality established and maintained to meet customer requirements.

4.2 Access to, and use of, resources regulated and monitored for maximum efficiency.

4.3 Staff working conditions meet current legislation and store policy.

4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures.

4.5 Resources which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.

4.6 Recommendations for improving conditions communicated to relevant personnel within designated time frame.

4.7 Complete, accurate records maintained and made available to authorised personnel.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating policies and procedures to suppliers, staff and management.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Monitoring sales and service targets/plans requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through identifying suppliers, monitoring stock and pricing arrangements.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Communicating with staff and maintaining sales and service requires team work.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Maintaining sales and service targets/plans requires use of mathematical ideas and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Identifying and resolving customer complaints requires problem solving skills.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Completing accurate records and maintaining equipment requires use of technology.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - sales and service delivery
- Policies and procedures may involve:
  - service standards
  - staff presentation
  - customer complaints
  - staff induction
  - customer service and sales training
- Sources of supply may include:
  - people
  - external organisations
  - internal departments/teams
- Resources may include:
  - people
  - material
  - equipment/technology
  - financial
  - external consultants
- Customers may include:
  - external
  - internal
- Service and products may include:
  - current
  - potential
- Negotiations may be conducted by:
  - face to face contact
  - correspondence
  - meetings
  - telephone
  - email
- Specifications for services and products may involve:
  - quality
  - quantity
  - coverage/content
  - time schedules/scales
  - cost
- Specifications may include:
  - customer agreements
  - operational means for meeting agreements
  - specific functional duties within the organisation
- Specifications, recommendations and information may be communicated to:
  - higher level managers
  - subordinates
  - colleagues, specialists, staff from other departments
  - external organisations which have a health, safety or
environmental responsibility
• government bodies
• Feedback may be sought and given:
  • verbally
  • in writing
• Analysis methods may be:
  • quantitative
  • qualitative
• Factors which disrupt operations may include:
  • supply
  • operational resources
  • quality of materials

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Maintains, monitors and evaluates sales and service delivery.
• Communicates sales and service targets/plans and provides feedback on operations and outcomes to relevant personnel.
• Proactively improves sales and service delivery operations.
• Interprets and maintains data on sales and services delivery.
• Negotiates and arranges supply of goods according to store policies and procedures.
• Authorises pricing and payment agreements according to store policies and procedures.
• Maintains, monitors and evaluates supply of stock.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing
- Store merchandise and service range
- Store merchandising plan
- Range and availability of new products and services
- Customer demand and market trends
- Product quality standards
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - purchasing and supply specifications
  - stock control

Skills in:

- Interpersonal communication skills
- Negotiating with suppliers and customers
- Presentation skills
- Using new technology
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO2B can be assessed with other units that make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - sales and service delivery targets/plans
  - records of sales service
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to suppliers
- Access to a team
WRRO3B Provide a safe working environment

Unit Descriptor

This unit is based on the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the competencies involved in developing and implementing policies and procedures relating to occupational health and safety issues. It involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures.

Unit Sector

Operations

ELEMENT PERFORMANCE CRITERIA

1. Develop policies to establish and maintain a safe working environment

1.1 Store policies and procedures developed based upon a commitment to occupational health and safety and with regard to relevant legislation.

1.2 Occupational health and safety responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions.

1.3 Financial and human resources for the operation of the occupational health and safety system identified, sought and/or provided promptly and consistently.

1.4 Information on the occupational health and safety system readily accessible and clearly explained to staff.

1.5 Procedures established to identify existing and potential hazards.

1.6 Procedures established and maintained to facilitate the reporting of all safety related incidents.

1.7 Control measures developed according to the hierarchy of control.

1.8 Systems established to encourage staff members to report /identify all matters likely to affect workplace safety.

2. Consult with staff

2.1 Appropriate consultation processes established and maintained in consultation with staff according to occupational health and safety legislation and store policy.

2.2 Issues raised through consultation dealt with and resolved promptly according to store policy.

2.3 Information on outcomes of consultation provided to staff clearly and promptly.
3. Establish and maintain a safe working environment

3.1 Policies and procedures established and maintained to facilitate identification and prevention of hazards.

3.2 Identification of potential and existing hazards, addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards according to relevant legislation and codes of practice.

3.3 Procedures established and maintained to ensure safe handling and storage of hazardous goods.

3.4 Procedures established and maintained to ensure equipment is maintained and stored safely in line with store policy.

3.5 Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff.

3.6 Store emergency procedures established and maintained.

4. Assess risks

4.1 Risks presented by identified hazards correctly assessed in accordance with occupational health and safety legislation and codes of practice.

4.2 Procedure for ongoing risk assessment developed and integrated with systems of work and procedures.

4.3 Staff activities monitored to ensure this procedure is adopted effectively.

4.4 Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.

5. Control risks

5.1 Measures to control assessed risks developed according to the hierarchy of control and implemented according to store policy, occupational health and safety legislation and codes of practice.

5.2 Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.

6. Establish and maintain policies for hazardous events

6.1 Potentially hazardous events correctly identified.

6.2 Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services.

6.3 Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.

7. Train staff

7.1 Occupational health and safety training program developed and implemented to ensure all staff are trained in occupational health and safety issues.

8. Establish and maintain record system

8.1 System for maintaining occupational health and safety records established and monitored to facilitate identification of patterns of occupational injury and disease according to store policy.
9. Evaluate policies and procedures

9.1 Effectiveness of the occupational health and safety system and related policies, procedures and programs assessed according to store policy.

9.2 Improvements to the occupational health and safety system developed and implemented to ensure more effective achievement of store policy.

9.3 Compliance with occupational health and safety legislation and codes of practice assessed to ensure that legal occupational health and safety standards are maintained.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<td>Communicating ideas and information</td>
<td>Policies and procedures need to be communicated to all staff members.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying existing and potential hazards requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing a training program requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when consulting with staff on workplace safety.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when identifying patterns of occupational injury and disease.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when establishing contingency measures until permanent control measures are implemented.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when establishing and maintaining record systems.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures
- Occupational health and safety issues may include:
  - customers and staff, equipment, premises or stock
  - sickness and accident reporting procedures
  - storage and use of flammable materials
  - safe lifting and manual handling procedures
  - store evacuation
  - chemical containment
  - first aid procedures
  - range of responsibilities/job description including general duty of care of employees and employers
  - workplace inspection and safety audits
  - checking equipment prior to and during work
  - reporting process for and issues resolution, injury or accidents
- Store emergency procedures may include:
  - locating and using alarms
  - events likely to endanger staff or customers
  - sickness
  - accidents
  - fire
  - store evacuation
  - chemical spills
  - bomb scares
  - armed robbery
- Processes for consultation may include:
  - minutes from health and safety meetings
  - suggestions for improvements put forward by employees
  - staff meetings, management meetings
- Assessing risks may include:
  - conducting regular reviews of injury/accident registers
  - consultation processes including discussions with employees
  - maintenance of plant and equipment
  - assessment of individual tasks and job design
- Hierarchy of control may include:
  - elimination of hazards
  - substitution
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing and equipment
- Staff training may include:
  - induction training
  - training for specific hazards identified in the industry
  - fire and emergency evacuation training
  - ongoing professional development training which includes occupational health and safety implications
- Training may be provided to trainees:
  - on the job
  - off the job
  - combination of both
- Records may include:
  - workplace inspection and audit reports
  - training records for new employees
  - ongoing employee training records
  - manufacturer's instructions including MSDS
  - maintenance records
  - revision of policies and procedures to ensure relevance through audits against State and Territory legislation and regulations
The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains, manages and applies safe work practices including necessary resources, control measures and risk assessments, in all areas of the store, according to occupational health and safety, and health and hygiene legislation/regulations/industry codes of practice and equal opportunity principles.
- Maintains, manages and applies emergency procedures according to store policies and procedures.
- Develops and/or manages store policies and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products.
- Establishes and maintains consultative processes in regard to occupation health and safety legislation/regulations/industry codes of practice.
- Allocates and manages staff responsibilities for occupational health and safety guidelines and health and hygiene legislation/regulations and industry codes of practice.
- Develops and implements staff training programs that relate to occupational health and safety, and health and hygiene legislation/regulations and industry codes of practice.
- Establishes and maintains a recording system for accident, illness and emergency situations details.
- Evaluates, reviews and makes recommendations for improvements with regard to store policies and procedures in occupational health and safety and store emergency procedures.
### Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this standard in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

**Knowledge of:**
- Store policies and procedures, in regard to:
  - occupational health and safety and emergency procedures, taking into account local and state government legislation/regulations/codes of practice
  - emergency evacuation of store
  - events likely to endanger staff or customers
  - hierarchy of control in emergency situations
  - place of consultative committees
  - recording system for accidents, incidents, illness
  - Relevant occupational health and safety legislation/regulations/codes of practice
  - Relevant legislation and statutory requirements
  - Relevant industry codes of practice
  - First aid procedures
  - Handling and storage procedures of hazardous and non hazardous goods and equipment
  - Procedures for spills/leakage of materials/accidents/sickness
  - Safe lifting and manual handling procedures
  - Waste disposal methods, including hazardous substances

**Skills in:**
- Consultation processes
- Identifying and preventing fire and safety hazards, including fire/chemical/electrical hazards
- Negotiation skills
- Using safety alarms/fire extinguishers/emergency exits
- Developing processes and procedures
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in relation to:
  - finance and risk assessment

### Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

• Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
• Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO3B can be assessed with the following units:

• WRRPM1B Administer human resources policy
• WRRPM2B Recruit and select personnel

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated environment.

Evidence might include:

• Observation of the person in the workplace
• Simulated role play
• Third party reports from a supervisor
• Customer feedback
• Answers to questions about specific skills and knowledge

Resources Required

• A real or simulated work environment
• Relevant documentation, such as:
  • occupational health and safety legislation/regulations/codes of practice
  • store policy and procedures manuals
  • industry codes of practice
  • enterprise agreements in regard to consultative committees
• Access to other staff members
• Access to emergency equipment
WRRO4B Control store loss/security

Unit Descriptor

This unit involves the skills and knowledge required to control store security. It involves developing and implementing security procedures for the prevention of theft, ensuring safety of all personnel in the event of a robbery and monitoring all security procedures.

Unit Sector

Operations

ELEMENT PERFORMANCE CRITERIA

1. Control store security

1.1 Security procedures to facilitate the detection and prevention of internal or external theft developed and implemented according to store policy.

1.2 Procedures to ensure maximum safety and security for all personnel in the event of robbery developed and implemented.

1.3 Procedures for opening and closing premises and cash registers, cash security, credit card and cheque transactions developed and implemented.

1.4 Security procedures monitored, maintained and communicated to all staff.

1.5 Stocktaking procedures established and implemented to monitor, control and minimise stock losses.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Security procedures need to be communicated to all personnel.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>The development of security procedures requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Stocktaking procedures to minimise stock losses requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when implementing and communicating store security procedures.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied during stocktaking procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when developing security procedures to facilitate the detection and prevention of internal or external theft.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied through the use of security equipment, registers and credit card facilities.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - security
  - Type of security equipment in regard to:
    - type of equipment used
    - level of security required
  - Theft may involve:
    - internal personnel
    - external personnel
- Security procedures/equipment may include:
  - dye tags
  - alarms
  - locks
  - security cameras
  - security guards
The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- Develops and implements security procedures to facilitate the detection and prevention of theft.
- Develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery.
- Develops and implements procedures for:
  - opening and closing premises
  - cash security
  - credit card transactions, EFTPOS
  - cheque transactions
  - stocktaking to control and minimise theft.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - detection and apprehension of thieves
  - credit card transactions
  - cheque transactions
  - stocktaking
- Relevant legislation and statutory requirements, including:
  - case law or common law
  - state laws relating to property offences
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
  - safety of personnel in the event of robbery
  - detection and prevention of theft

Skills in:

- Negotiation
- Record maintenance
- Development of procedures
- Interpersonal communication skills
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures on security
  - store policy and procedures on credit card transactions and cheque transactions
  - store policy and procedures on stocktaking
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to a range of security equipment
WRRO5B

Unit Descriptor
This unit covers the skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Unit Sector
Operations

ELEMENT  PERFORMANCE CRITERIA

1. Manage receipt, dispatch and storage of merchandise
   1.1 Merchandise receipted, dispatched and stored according to store policies and procedures.
   1.2 Cost effective and efficient methods for goods movement determined according to store policy.
   1.3 Maintenance procedures for storage areas and equipment implemented according to store policy.

2. Manage stock control
   2.1 Store policies and procedures implemented in regard to stock control and inventories.
   2.2 Store procedures established and implemented to monitor and control stock levels.
   2.3 Budgeted stock levels maintained.
   2.4 Stocktaking procedures established and implemented.
   2.5 Contingency plans established and implemented in regard to stock delivery times.
   2.6 Reports on stock inventories accurately documented and prepared.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Implementing stock taking procedures requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing procedures to monitor and control stock levels requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing contingency plans requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required to implement store policies and procedures in regard to stock control.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied when developing reports on stock inventories.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Developing contingency plans in regard to stock delivery times will require problem solving skills.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when developing reports on stock inventories.</td>
<td>3</td>
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RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

• Store policies and procedures in regard to:
  • receipt of goods from suppliers
  • dispatch of goods
  • shrinkage prevention
  • waste controls
  • safety controls
  • secure storage
  • stock control and inventories
• Stocktaking procedures may include:
  • stock control
  • stock levels
  • cyclical counts
  • minimisation of out of date stock
  • quality control
• Contingency plans may include:
  • breakdowns
  • delays
  • floods
  • breakages

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Competency in this unit requires evidence that the candidate:

• Plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines.
• Implements maintenance procedures for storage areas and equipment according to store policy.
• Plans, coordinates and implements activities associated with stock control, including:
  • monitoring and controlling stock levels
  • establishing and maintaining stocktaking procedures
  • documenting and reporting on inventories according to store policies and procedures.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- Store systems and equipment for stock recording and control
- Inventory control
- Storage security
- Licensing requirements for operating moving equipment (if applicable)
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice

Skills in:

- Stocktaking procedures
- Record maintenance
- Literacy skills in regard to:
  - documenting and recording procedures
- Numeracy skills in regard to:
  - interpreting data and cost effectiveness/efficiency

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO5B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policies and procedures on inventory control
  - legislation and statutory requirement
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to:
  - a stock control system
  - stock control equipment
  - a team
**WRRO6B Manage store facilities**

**Unit Descriptor**

This unit encompasses the competencies required to manage store facilities in a retail environment. It involves the management of the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts and identifying and locating facilities requirements.

**Unit Sector**

Operations

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Manage store maintenance program | 1.1 Premises, fittings, fixtures and equipment monitored and maintained according to store policy.  
1.2 Deficiencies in store maintenance procedures identified and remedial action taken.  
1.3 Expert or specialist advice obtained as required according to store policy.  
1.4 Contingency plan initiated in the event of maintenance problems. |
| 2. Manage retail equipment maintenance | 2.1 Policies and procedures developed and implemented to ensure retail equipment maintained according to store policy.  
2.2 Maintenance program for retail equipment monitored and implemented according to manufacturer's design specifications and store policy.  
2.3 Equipment faults identified and rectified where possible, without undue delay.  
2.4 Equipment faults or failures reported according to service agreements and store policy. |
| 3. Negotiate maintenance contracts | 3.1 Maintenance contracts with contractors and suppliers negotiated according to store policies and procedures.  
3.2 Contract terms and conditions negotiated and implemented to maximise benefits for the store, and communicated to relevant staff.  
3.3 Maintenance procedures monitored to ensure products/tasks meet contract specifications. |
| 4. Identify facilities/space requirements | 4.1 Facilities/space requirements identified according to store policy and budget requirements.  
4.2 Suitable facilities/space located.  
4.3 Space utilisation maximised with consideration to existing configuration. |
There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where $0 = $ not required, $1 = $ perform the process, $2 = $ perform and administer the process, and $3 = $ perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Negotiating maintenance contracts with contractors requires information and ideas to be communicated.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying facilities/space requirements requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing a maintenance program for retail equipment requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when seeking expert advice for maintenance program and communicating with relevant staff.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when identifying budget requirements.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when rectifying equipment faults.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when developing contracts and maintaining retail equipment.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store maintenance
  - facilities management
- Contracts may be negotiated:
  - externally
  - internally
- Contracts may involve:
  - quality standards
  - maintenance services
  - cleaning
  - security
  - electrical services
  - plumbing services
  - equipment maintenance
- Recording methods may include:
  - electronic
  - manual
- Reporting of faults may include:
  - service personnel
  - contractors
  - store/area manager
  - supervisor
- Retail equipment may include:
  - point of sale terminals
  - computers/scanners/printers
  - pricing equipment
  - electronic bar coding equipment
  - portable data entry
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policies and procedures.
- Initiates contingency plans in response to maintenance problems.
- Negotiates, monitors and implements maintenance contracts according to store policies and procedures.
- Identifies and utilises space and facilities to maximise space utilisation.
- Evaluates and reports on effectiveness of maintenance contracts.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - maintenance of store facilities
  - maintenance of retail equipment
  - Maintenance contract terms and options
  - Contract specifications
  - Relevant legislation and statutory requirements
  - Relevant industry codes of practice
  - Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
  - monitoring performance of contracts
  - negotiating, in particular contract negotiation

Skills in:

- Record maintenance
- Negotiation skills
- Literacy skills in regard to:
  - developing, documenting and recording procedures
- Numeracy skills in regard to:
  - accounting and recording data
Assessment process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO6B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - maintenance contracts
  - store policies and procedures on maintenance of facilities, maintenance contracts
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to equipment/technology
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Control cost | 1.1 Cost reduction measures effectively implemented according to store policies and procedures.  
  1.2 Information on costs and resource allocation accurately assessed and correctly interpreted.  
  1.3 Team members actively encouraged to control costs in their areas of responsibility.  
  1.4 Recommendations for improving cost reduction promptly implemented or communicated to appropriate personnel. |
| 2. Control budget | 2.1 Expenditure monitored and maintained within budget targets according to store policy.  
  2.2 Actual income and expenditure compared to budget targets at regular intervals according to store policy.  
  2.3 Gross profit and loss figures by department/section and store, monitored, analysed and compared with budget targets.  
  2.4 Net profit figures, including floor space profitability monitored and analysed according to budget targets.  
  2.5 Stock turnover figures monitored and analysed according to budget targets.  
  2.6 Where potential occurs for budget under or overspend, relevant personnel informed promptly.  
  2.7 Prompt corrective action taken where significant deviations from budget occur.  
  2.8 Necessary changes or allocations to agreed budget negotiated in advance of requirement.  
  2.9 Modifications to existing budgets correctly authorised according to store policy. |
| 3. Propose expenditure | 3.1 Estimates of costs and benefits supported by valid, relevant information.  
  3.2 Final recommendations supported by realistic alternatives and contain accurate, clear proposals.  
  3.3 Recommendations clearly indicate net benefits over designated time frame and related changes in operations.  
  3.4 Contentious issues clarified by further explanation.  
  3.5 Estimates compared to actual costs and benefits to improve future proposals. |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Maintain store accounting systems</td>
<td>4.1 Store policies and procedures in regard to record keeping systems managed and maintained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Store systems for recording sales figures, revenue and expenditure monitored and maintained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Systems for recording and retrieving financial, personnel and payroll information as required by store policy monitored and maintained.</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare store sales budgets</td>
<td>5.1 Store policies and procedures in regard to preparation of budget/target figures maintained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Budget and actual sales revenue and expenditure figures compared, analysed, documented and reported according to budget targets and store policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Accurate records on past sales budgets/targets maintained according to store policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Proposed budgets/targets presented accurately and concisely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Variations to proposed targets justified and reported according to store policy.</td>
</tr>
<tr>
<td>6.</td>
<td>Negotiate budgets</td>
<td>6.1 Budget negotiations conducted within a designated time frame and in a manner likely to promote good relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2 Budget negotiations reflect the overall store policies and objectives relevant to the manager's area of responsibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3 Clarification promptly sought, where areas of uncertainty or disagreement occur.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4 All relevant personnel promptly and accurately informed of budget decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.5 Presentation of proposals is clear, concise, in appropriate form and emphasises benefits to store operation.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Recommending cost reduction improvements requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Monitoring expenditure requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Monitoring and analysing profit and loss figures requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required to encourage staff to control costs in their areas of responsibility.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be required when compiling and analysing budgetary figures.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be required when correcting deviations from budget.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when reporting and presenting information.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - financial management
- Communication may be:
  - formal/informal
  - with individuals or groups
  - written, faxed, emailed, spoken
- Budget/target figures may encompass:
  - sales
  - cash flow
  - net profit
  - payroll
  - staff expenditure
  - capital
  - maintenance
  - advertising and promotion
- Information may include:
  - resource utilisation
  - capital/overhead costs
  - interest rates
  - stock materials and equipment
  - staffing levels
  - operational costs
- Information may be obtained by:
  - direct observation
  - written reports
  - numerical data
- Proposals may include:
  - profitability
  - productivity
  - quality of service
  - environmental impact
  - working conditions
  - working relationships
  - team motivation
  - long term goals
  - short term goals
- Recording systems may include:
  - manual
  - computerised
- Appropriate personnel may include:
  - store/area manager
  - supervisor
  - team leader
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Negotiates, develops and implements store budgets according to store policies and procedures.
• Monitors, analyses and reports on income and expenditure against budgets according to store policies and procedures.
• Manages and maintains accounting systems according to store policies and procedures.
• Develops and maintains store policies and procedures in regard to store sales budget/targets.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

• Store policies and procedures, in regard to:
  • financial management
  • Resource utilisation
  • Store revenue
  • Capital/overhead costs
  • Interest rates
  • Pricing policies including Goods and Services Tax (GST) requirements
  • Cost of stock, materials and equipment
  • Staffing costs
  • Operational costs
• Principles and techniques in:
  • monitoring resource utilisation and costs
  • analysing efficiency and effectiveness
  • cost benefit analysis
  • differential analysis
  • risk analysis

Skills in:

• Negotiation
• Report presentation
• Interpersonal communication
• Literacy and numeracy skills in regard to:
  • report writing
  • compilation and analysis of budgetary figures
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPL1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Store/sample policies and procedures in regard to financial management
- An accounting system
- Budgetary information
- A team involved in budget control
WRRPM1B Administer human resources policy

Unit Descriptor
This unit encompasses the competencies required to plan and manage human resources. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Unit Sector
People Management

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Implement staffing levels | 1.1 Store policies and procedures in regard to staffing levels, maintained and monitored.
 | 1.2 Store staffing plans involving total store operation, maintained.
 | 1.3 Store staffing plan is comprehensive, concise and easily understood by staff and management.
 | 1.4 All figures based on accurate and current information.
 | 1.5 Contingency plans developed to cope with extreme situations.
 | 1.6 Staff turnover problems are identified, analysed and rectified as required by store policy.
2. Monitor staff performance | 2.1 Store policies and procedures in regard to staff performance requirements analysed, monitored and maintained.
 | 2.2 Performance appraisal/counselling interviews conducted as required, according to store policy.
 | 2.3 Constructive feedback on performance given clearly and at a level and pace appropriate to the team member.
 | 2.4 Performance and achievement recognised and individuals encouraged to contribute to their own assessment.
 | 2.5 Individuals encouraged to contribute to improved policies and procedures.
 | 2.6 Staff disciplined and counselled as required according to store policy and statutory requirements.
 | 2.7 Staff dismissals implemented according to store policy and procedures and statutory requirements.
 | 2.8 Terminal/exit interviews conducted according to store policy and procedures and statutory requirements.
 | 2.9 Details of all procedures accurately and completely recorded and made available to authorised personnel.
### Identify and minimise potential industrial relations problems

| 3. | Strategies in regard to interpersonal conflict and dispute resolution developed and implemented according to store policies and procedures. |
| 3.1 | Consultation and cooperation within team actively encouraged. |
| 3.2 | Where interpersonal conflict arises, constructive support provided to resolve problem. |
| 3.3 | Team members accurately informed of current dispute resolution/grievance procedures. |
| 3.4 | Details of proceedings recorded concisely and accurately and made available to authorised personnel. |
| 3.5 | Team members treated with integrity, respect and compassion. |
| 3.6 | Training objectives and activities based on considered assessment of existing individual/team competencies, potential competence and career aspirations according to store policies. |

### Develop and implement training plans

| 4.1 | Training plans regularly reviewed, updated and improved in consultation with staff and management. |
| 4.2 | Training plans contain clear, realistic objectives. |
| 4.3 | Individuals encouraged and assisted to evaluate their own development and training needs and to contribute to development planning and review. |
| 4.4 | Training activities optimise the use of available resources. |
| 4.5 | Training needs identified using accurate and current information. |
| 4.6 | Training requirements relating to specific competencies necessary to perform a specified role or function clearly defined. |
| 4.7 | Ongoing training information provided to all staff. |
| 4.8 | Responsibility for training delegated to specific staff. |
| 4.9 | Planned training needs and specified outcomes documented. |
| 4.10 | Budget in regard to training and assessment of staff monitored and maintained according to store policy. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Informing team members of current dispute resolution/grievance procedures requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Monitoring staff performance and identifying training needs requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing a training plan requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Resolving interpersonal conflict and providing constructive feedback to team members requires the application of team work.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques will be applied when monitoring and maintaining training budget.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when developing and implementing strategies for interpersonal conflict and dispute resolution.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when developing training plans and delivering training to team members.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - employee relations and staff development
  - systems for recording employee relations information
- Statutory requirements/legislation may include:
  - Equal Employment Opportunity (EEO)
  - New Apprenticeships
  - disciplinary procedures
  - awards/agreements
  - wages and conditions
  - anti-discrimination
  - sexual harassment
  - occupational health and safety
- Training may be delivered by:
  - supervisor/manager
  - training coordinator
- Training may relate to:
  - existing staff competencies
  - level of competencies required by staff
  - budget allocation for staff training
- Objectives may apply to:
  - individuals
  - teams
  - managers
- Communication methods may include:
  - verbal
  - in writing
  - email
- Team members may include:
  - people from a range of social, cultural or ethnic backgrounds
  - people with a range of literacy and numeracy skills
- Contingency plans may include:
  - unpredicted staff shortages
  - unpredicted customer demand
  - accidents or emergencies
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains and monitors optimum staff levels according to store policy and procedures by:
  - maintaining staffing plans
  - communicating with staff and management
  - developing contingency plans
  - analysing and rectifying staff turnover problems.
- Maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
  - monitoring and analysing performance
  - identifying performance/skill gaps
  - applying on the job training and coaching processes to develop employees
  - developing performance improvement plans
  - conducting performance appraisal interviews
  - demonstrating discipline and counselling processes
  - demonstrating dismissal processes.
- Accurately records and maintains details of staff performance procedures, taking into account privacy requirements.
- Communicates with team members to minimise potential industrial relations problems.
- Develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.
**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

**Knowledge of:**

- Store policies and procedures, in regard to:
  - staffing
  - performance appraisal
  - employee relations
  - staff development
- Relevant statutory, legal and industrial relations requirements, in regard to:
  - monitoring staff performance
  - counselling
  - disciplinary procedures
  - dismissal procedures
  - agreements/awards/wages and conditions
  - anti discrimination
  - equal opportunity
  - sexual harassment
  - occupational health and safety
- A range of responsibilities/job descriptions
- New Apprenticeship legislation
- Training Packages and competency standards
- Store staffing plan
- Staff levels and turnover
- Existing competencies
- Resources available for training
- Training and development

**Skills in:**

- Analysing training needs
- Monitoring staff performance
- Conducting performance appraisal
- Counselling and conflict resolution
- Negotiating
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM1B can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation such as:
  - store policies and procedure on employee relations and staff development
  - legislative requirements
  - store staffing plan
  - job descriptions
- Statutes, awards and agreements relating to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures
Recruit and select personnel

This unit involves the skills and knowledge required to recruit and select personnel. It involves defining future personnel requirements, determining job specifications, and recruiting staff and evaluating and selecting applicants.

Unit Sector
People Management

ELEMENT PERFORMANCE CRITERIA

1. Define future personnel requirements
   1.1 Store policies in regard to staffing levels accurately identified.
   1.2 Accurate and current information used.
   1.3 Competencies and attitudes required of individuals and teams clearly identified.
   1.4 Appropriate members of staff adequately consulted.
   1.5 Estimates of personnel needs supported by appropriate calculations where necessary.

2. Determine job specifications
   2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole.
   2.2 The views and requirements of all relevant personnel taken into account prior to completing the specification.
   2.3 Specifications written are clear, concise and comply with legal requirements.
   2.4 Specifications confirmed with appropriate personnel prior to recruitment action according to store policy.

3. Recruit staff
   3.1 Store procedures with regard to staff employment, maintained and monitored.
   3.2 Employment vacancies advertised internally and externally according to store policy.
   3.3 Job interviews and employment appraisal tests, conducted according to store policy.
   3.4 Staff selection policies and procedures are conducted to comply with equal opportunity and equal employment opportunity legislation.
   3.5 Wages and conditions comply with relevant awards/agreements and store policy.
4. Assess and select applicants

4.1 Assessment and selection process conducted according to store policy and procedures and legal requirements.

4.2 Information obtained from each candidate judged against specified selection criteria, and any additional influencing factors noted.

4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is sought promptly from appropriate personnel.

4.4 Unintended deviations from agreed procedures identified and corrected before selection decisions made.

4.5 Records are complete, accurate and clear.

4.6 Selection recommendations communicated to authorised personnel only.

4.7 All candidates promptly and accurately informed of selection decisions following each stage of the selection process.

4.8 Recommendations for improvements to any aspect of the selection process communicated promptly to appropriate personnel.

4.9 Selection choice justifiable from the evidence gained and the process used.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Informing candidates of selection decisions requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Determining future personnel requirements requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Conducting job interviews and employment appraisal tests requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be required when consulting staff members and taking into account their views and requirements.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques may not be required in this unit.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied if there is a conflict of criteria and advice needs to be sought.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be relevant to this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - personnel planning
  - selection and recruitment
- Store staffing requirements may include:
  - permanent
  - temporary
  - full time
  - part time
  - casual
  - contract
- Appropriate calculations may include:
  - financial considerations
  - current and projected staff numbers
  - current staff competencies and estimation of competencies required
  - succession planning
  - personnel forecasts
  - business plan/strategic directions
- Recruitment procedures may be delegated to:
  - individuals
  - specialist personnel
- Job specifications should include:
  - job title and purpose of position
  - responsibilities
  - competencies required
- Relevant personnel may include:
  - employees
  - supervisors
  - store/area manager
- Legal requirements may include:
  - Equal Employment Opportunity (EEO)
  - anti-discrimination
  - awards/agreements
  - confidentiality laws
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Identifies existing and required competencies and attitudes of individuals and teams.
- Develops job specifications to effectively meet the needs of the store/company.
- Recruiting suitable staff according to:
  - relevant store policies and procedures
  - equal opportunity and equal employment legislation
  - relevant awards/agreements.
- Assesses and selects candidates according to store policies and procedures and legal requirements.
- Accurately records selection processes.
### Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

**Knowledge of:**

- Store policies and procedures, in regard to:
  - personnel planning, including current and projected staff numbers
  - personnel selection
  - recruitment
- Relevant legislation and statutory requirements, including:
  - equal opportunity and equal employment legislation
  - awards/agreements
  - anti-discrimination
  - recruitment sourcing methods
  - government subsidies/support functions for traineeships
  - new Apprenticeships
- Training Packages and competency standards
- Principles and techniques in:
  - identifying, defining and assessing competence of individuals
  - identifying competence requirement in relation to work demands
  - consultation processes

**Skills in:**

- Interviewing skills
- Interpersonal communication skills
- Presentation skills
- Writing clear accurate job descriptions/specifications
- Evaluating information from resumes, letters, references, interviews and aptitude test against criteria
- Checking references, security clearances and personal documentation
- Obtaining information from candidates at interview
- Recording details of processes
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results

### Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods 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 the learning process.
### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM2B can be assessed with other units which make up a particular job function.

### Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:
- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

### Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policies and procedures on personnel planning, selection and recruitment
  - equal opportunity and equal employment legislation
  - awards/agreements
  - Job descriptions/specifications
## WRRPM3B

### Lead and manage people

This unit covers the skills and knowledge required to lead and manage teams. It involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans/targets.

### Unit Sector

People Management

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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| 1. Lead the team | 1.1 Leadership style reflects the store image/culture.  
1.2 Environment created in which people are motivated to achieve high standards of performance.  
1.3 Personal leadership style analysed and evaluated in terms of effects on motivation and performance of team members. |
| 2. Lead by example | 2.1 High personal performance standards demonstrated.  
2.2 Willingness to confront difficult situations/problems demonstrated.  
2.3 Honest, open consultation used to communicate with team members.  
2.4 Difficult situations dealt with fairly, openly and promptly. |
| 3. Develop and communicate team objectives | 3.1 Clear, accurate and relevant team objectives developed, including expected performance standards.  
3.2 Objectives achievable within designated time limits and according to resources available.  
3.3 Objectives explained clearly and at a level and pace appropriate to team members.  
3.4 Objectives regularly reviewed according to team/store policy changes.  
3.5 Team members encouraged to provide feedback on objectives and to clarify areas of uncertainty. |
4. Establish, develop and improve teams

4.1 Plans based on accurate assessment of current competencies and career aspirations according to current and future store requirements.

4.2 Individuals assisted and encouraged to take responsibility for their self development.

4.3 Team building and development plans contain clear, realistic objectives.

4.4 Unproductive friction between team members minimised.

4.5 Collaborative approach taken with team members, colleagues and management to establish constructive relationships.

4.6 Team members encouraged to offer ideas, views or suggestions.

4.7 Recognition of team members' suggestions offered, and explanations given if proposals rejected.

4.8 Outstanding achievement recognised.

4.9 Promises and undertakings to team are realistic and honoured.

4.10 Team members given appropriate support in areas which may affect work performance and morale.

5. Develop self

5.1 Current self competencies and development needs identified according to current position description and future career aspirations.

5.2 Realistic, achievable and challenging objectives developed and regularly reviewed.

5.3 Responsibility accepted for achieving self development objectives.

5.4 Progress and performance regularly reviewed with appropriate personnel.

5.5 Feedback received used to improve future performance.

6. Delegate responsibility and authority

6.1 Team and individual responsibilities and limits of responsibility, clearly defined according to store policy.

6.2 Information provided in a manner and at a pace appropriate for the individual.

6.3 Delegation is unambiguous, explicit and able to be carried out within a designated time frame.

6.4 Resources and implementation methods effectively negotiated with team members.

6.5 Support and resources available are accessible and are sufficient for the needs of the operation.

6.6 Delegation reviewed regularly and revised as required.
7. Consult with team

7.1 Policies, plans, problems and solutions clearly and concisely communicated to team according to store policy.
7.2 Communication to team on store policy and operational issues actively and clearly demonstrated.
7.3 Meeting purposes clearly established.
7.4 Information clearly presented.
7.5 Positive contributions encouraged from all members of group.
7.6 Discussion time allocated to items according to importance, urgency or complexity.
7.7 Leadership style appropriate for purpose and membership of group.
7.8 Decisions recorded accurately and acted upon as required.
7.9 Written and verbal communication performed in a clear and concise manner according to store policy.

8. Support the team

8.1 Staff, colleagues and management actively supported within store policy guidelines in situations involving store policies or operations.
8.2 Team members actively supported in achievement of realistic goals.
8.3 Team members actively focused towards store plans/targets.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - staff development, people management and leadership style
  - conflict resolution/grievance procedures
- Team members may:
  - come from a variety of social, cultural or ethnic backgrounds
  - vary in literacy and numeracy skills
  - vary in competencies
- Self competencies may include:
  - communication skills
  - ability to delegate
  - conflict resolution skills
  - team building skills
- Communication may include:
  - verbal
  - individually or in groups
  - formal or informal meetings
  - written correspondence, memos
  - email, fax, telephone
- Resources may include:
  - training materials
  - equipment
  - access to relevant information
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Establishes effective and collaborative teams to achieve common objectives.
- Manages teams to perform effectively and collaboratively by:
  - using a leadership style that supports store image/culture/business strategic direction
  - creating an environment to achieve high standards
  - maintaining effective communication with staff
  - leading by example
  - consulting honestly and openly
  - dealing with difficult situations fairly, openly and promptly.
- Evaluates, analyses and enhances own leadership style.
- Evaluates and improves the effective performance of teams.
- Leads teams in an effective, open, consultative and supportive manner.
- Delegates appropriate responsibility and authority to team members.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:
- Store policies and procedures, in regard to:
  - people management
  - staff development
  - leadership
  - team/company objectives
- Principles and techniques in interpersonal relation skills, including:
  - conflict resolution
  - negotiation
  - consultation
  - team building
  - training/mentoring
  - delegation
- Training Packages and competency standards

Skills in:
- Presenting information
- Conflict resolution
- Leadership skills
- Negotiation
- Interpersonal communication skills
- Literacy skills in regard to:
  - communicating ideas and information

Assessment Process

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- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures on people management and staff development
  - team/company objectives
- Access to a team
WRP02 Community Pharmacy Training Package
Community Pharmacy Training Package - (Volume 2 - Competency Standards)
Volume 2 of 2