NATIONAL RETAIL

Training Package

QUALIFICATIONS
ASSESSMENT GUIDELINES
COMPETENCY STANDARDS

FOR

WRR10197   Certificate I in Retail Operations

WRR20197   Certificate II in Retail Operations

WRR30197   Certificate III in Retail Operations

WRR40197   Certificate IV in Retail Management

WRR50197   Diploma in Retail Management

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

Supporting New Apprenticeships

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

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Qualifications**

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NATIONAL RETAIL COMPETENCY STANDARDS

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Inventory

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Operations

Information

People Management

Planning

3.0   SPECIALIST SKILL AREAS

Food and Liquor

Personal Products

Home Products

Business and Leisure Products

**For further information about the
National Retail Training Package and the supporting materials
contact your local WRAPS Network Office**

NSW WRAPS Industry Training Council
Level 1, 141 York St
SYDNEY NSW 2000
Ph: (02) 9267 9500
Fax: (02) 9267 9404
E-mail: nswrwitc@ozonline.com.au

SA Retail Industry Training Council
1st Floor
174 Pulteney St
ADELAIDE SA 5000
Ph: (08) 8223 7377
Fax: (08) 8223 6967
E-mail: sawraps@chariot.net.au

Victorian WRAPS Industry Training Board
Suite 10, Skipping Girl Place
651-653 Victoria St
ABBOTSFORD VIC 3067
Ph: (03) 9428 9722
Fax: (03) 9428 9931
E-mail: vicwraps@vicwraps.com.au

Tasmanian WRAPS Industry Training Advisory Board
1/105 Liverpool St
HOBART TAS 7000
Ph: (03) 6231 3550
Fax: (03) 6234 1812
E-mail: taswraps@taswraps.com.au

WRAPS Industry Training Advisory Board QLD
56 Logan Rd
WOOLLOONGABBA QLD 4102
Ph: (07) 3249 3344
Fax: (07) 3249 3349
E-mail: wrap@qitc.com.au

Retail & Business Services Training NT Industry Training Advisory Board
PO Box 4900
DARWIN NT 0801
Ph: (08) 8999 3570
Fax: (08) 8999 3571
E-mail: ntretail@rbsitab.com

WRAPS WA Industry Training Council
Suite 7, Level 1,
251-257 Hay St
EAST PERTH WA 6004
Ph: (08) 9221 5455
Fax: (08) 9325 4150
E-mail: raasite@wantree.com.au

WRAPS Industry Training Board ACT
GPO Box 15
CANBERRA CITY ACT 2601
Ph: (02) 6241 7599
Fax: (02) 6241 2900
E-mail: wraps@jitc.org.au

**OR
ring the NRTS Hotline
1 800 626 335**

NATIONAL WRAPS

National Wholesale
Retail and Personal
Services Industry
Training Council LTD

S u i t e 2 E
9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

NATIONAL

RETAIL

Training Package

QUALIFICATIONS

FOR

WRR10197	CERTIFICATE I IN RETAIL OPERATIONS
WRR20197	CERTIFICATE II IN RETAIL OPERATIONS
WRR30197	CERTIFICATE III IN RETAIL OPERATIONS
WRR40197	CERTIFICATE IV IN RETAIL MANAGEMENT
WRR50197	DIPLOMA IN RETAIL MANAGEMENT

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NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRR10197	Certificate I in Retail Operations
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SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The National Retail Training System (NRTS) is an industry designed training system based on the *National Retail Competency Standards*. Its key features are that it is:

☑ **industry driven**
It has been developed by the retail industry for the retail industry

☑ **competency based**
To be successful, retailers and employees need to have a wide range of skills. These skills have been defined by the retail industry and are set out in the competency standards.

☑ **adaptable**
The NRTS has been purpose designed to be adaptable, so that there is scope to tailor what employees learn to the needs of individual businesses, while achieving nationally consistent training outcomes.

☑ **flexible**
Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a training organisation or on the job

Retailers and employees benefit from participation in the NRTS.

ν **Employees**
- gain the skills the retail industry needs
- obtain recognition for their achievements
- are productive workers as they learn
- get more satisfaction from a professional approach to their work
- see the links between the national qualifications in the NRTS and a career in retailing

ν **Employers**
- adapt national skills standards to enhance their own "competitive edge"
- increase staff efficiency through training
- retain and "grow" a more talented staff
- create a more positive store environment
- change more shoppers into buyers

The NRTS has been designed to incorporate Training Packages which are an initiative under the *New Apprenticeship System*. Training Packages will provide greater accessibility to nationally endorsed retail industry training.

National consistency of outcomes and quality assurance within the NRTS are maintained through the **National Retail Training Package** (NRTP) which consists of three major components:

v   National Qualifications
v   Assessment Guidelines
v   National Retail Competency Standards

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Framework Committee (NTFC) and establish the criteria and guidelines against which retail is carried out and credentialled nationally.

The NRTP is supported by additional materials. These include:

v   **Model Training Programs** for each certificate, which have been accredited in each state/territory and are currently being implemented

v   **Learners Guides** for each certificate to supplement the training of employees, specifically on-the-job.

v   **Workplace Coach Guides** for most certificates to assist supervisors in their on job training role.

v   A **Guide to Assessment Activities** for each certificate to assist trainers and assessors. These guides provide sample assessment activities for the individual units and integrated competency assessments.

v   A **Professional Development Kit** to assist trainers, assessors, employers and all involved with the NRTS.

v   An **Employers Kit** which provides and overview of the NRTS and promotes its benefits, the certificates available and how to access the training.

v   **Learners Information Kit and Record Books** for each certificate.

These materials are the results of a series of projects funded through ANTA and DEETYA. These projects have evaluated the existing training resources in the retail industry and produced the outcomes listed above, including this package. These projects have included:

v   Retail Core Competencies Project
v   Specialist Competencies Project
v   AVTS National Transition Projects
v   RPL and Assessment Project
v   Retail Training Package Project

These projects have provided the resources for significant materials development to impact on the training culture of the retail industry.

All materials have been developed through a consultative process with the industry in conjunction with the WRAPS Network. Details of those who have contributed are included in the *NRTP Background to the Competency Standards*: *Section 4.*

SECTION 2: PACKAGING OF THE STANDARDS

2.1 PURPOSE OF THE STANDARDS

The National Retail Competency Standards are designed to be the foundation for structured, nationally portable training that is aligned with the Australian Qualifications Framework (AQF).

These standards provide the basis for effective linkages with existing standards, the realignment of existing curriculum, the development of appropriate new curriculum, recognition of prior learning and the development of new approaches to training delivery and assessment.

Companies can use the standards as a tool to assist in a number of management and operational areas including:

ν the development of training programs

ν the delivery of workplace training

ν the implementation of workplace assessment

ν the development of skills-based position descriptions

ν job re-organisation

ν occupational health and safety standards

ν career path development.

The National Retail Competency Standards are not a classification structure.

These standards have been developed as the result of information provided during a process of extensive consultation with a wide cross section of the retail industry across Australia. As such they represent the skills and knowledge identified as current in the industry. They incorporate the views of the retailers regarding those competencies that will be necessary in the foreseeable future.

It is anticipated that an ongoing evaluation and possible fine tuning of the standards will occur, with a full review in three years.

These standards have been designed to be broad, so that they will prove useful across all sectors of the retail industry.

These standards represent the skills, knowledge and attributes required for effective performance in the industry and may stand alone, or may require adaptation and/or the inclusion/addition of specialist or enterprise specific competencies when applied to individual workplaces. For this reason the standards are presented offering a range of flexible stream options.

ANTA National Training Framework Committee will require companies which develop their own enterprise standards to demonstrate the relationship between their enterprise standards and the *National Retail Competency Standards.*

2.2 FORMAT AND STRUCTURE OF THE STANDARDS

The *National Retail Competency Standards* represent the skills and knowledge identified by the industry as appropriate across the full range of retail workplaces.

This information has been structured in accordance with the format required by the ANTA-National Training Framework Committee as contained in the *Standards Best Practice Manual*.

In order to understand and apply the standards in context, it is important to have a working understanding of the definitions of each part of the units of competency (Section 2.2), the Australian Qualifications Framework descriptors (Section 3.1.2) and the Key Competency descriptors and levels (Section 4.3).

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. There is a broad concept of competency in that *all* aspects of work performance are included, not just narrow task skills. It encompasses the following requirements:

ν   to perform tasks (task skills)

ν   to manage a number of different tasks within the job (task management skills)

ν   to respond to irregularities and breakdowns in routines (contingency management skills)

ν   to deal with the responsibilities and expectations of work environment (job/role environment skills), including working with others and interacting with people outside the enterprise (customer, clients and the general public).

In addition to being based on this broad concept of competency, the standards are:

ν   related to realistic workplace practices

ν   expressed as outcomes

ν   understandable to employers, employees, supervisors and trainers

The competency standards take into account future directions the retail industry sees in training and so provide the basis for skill formation now and into the future. The standards capture the ability to apply skills in new situations and changing work organisation, rather than only reflecting the tasks currently performed.

In the interests of consistency, national competency standards need to be expressed in a common format which is described on the following page. The full format comprises a unit of competency and its components:

ν   elements of competency

ν   performance criteria

ν   range of variables

ν   evidence guide

Unit of Competency

A unit of competency is a discrete component within a standard. It comprises a title, a short description of its purpose and its elements of competency, together with their associated performance criteria. It includes a range of variables and an evidence guide.

Unit Title

The title refers to the defined areas of competency. It is written in output terms and is accurate and concise.

Elements of Competency

Elements of competency are the basic building blocks of the unit of competency and, as such, continue the description of the unit. They describe, in output terms, things that an employee who works in a particular area is able to do. Elements of competency are logical, identifiable and discrete sub-groupings of actions and knowledge that contribute to and build a unit.

Performance Criteria

Performance criteria are statements that specify the level of performance. They set out the required outcomes by which the elements of competency and the unit as whole must be performed, to achieve the level acceptable in employment. They comprise general statements, rather than detailed prescriptions and provide the basis for training development and assessment.

Range of Variables

A range of variables statement performs a number of significant functions in the standards system. These include:

ᵥ defining the boundaries within which a given unit of competency and its associated performance criteria apply.

ᵥ providing a link to knowledge and to task or enterprise specific requirements, such as technical manuals, occupational health and safety legislation, store policies and/or procedures.

ᵥ providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.

Evidence Guide

An evidence guide is a part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or training program.

The evidence guide for a unit of a competency needs to refer to the following:

ᵥ critical aspects of evidence to be considered

ᵥ concurrent assessment and pre-requisite relationship of units

ᵥ underpinning knowledge

ᵥ resource implications

ᵥ consistency in performance

ᵥ context of assessment

ᵥ key competencies.

2.3 THE RETAIL STANDARDS MODEL

The *National Retail Competency Standards* have been aligned to Levels 1 to 5 of the Australian Qualifications Framework, as defined and described in Alignment to the AQF (Section 3).

Additionally, the standards have been mapped against the Key Competencies as defined and described in the Evidence Guides for each unit of competency.

2.3.1 Skill Areas

In the retail model, the standards have been grouped into:

ν core skill areas

ν key management skill areas

ν specialist skill areas

which are outlined below. Each skill area includes both essential and elective units when aligned to the AQF.

Core Skill Areas

Between AQF Levels 1 to 3, the standards have been grouped into eight **Core Skill Areas**. These are:

- Services
- Selling
- Merchandising
- Inventory
- Loss Prevention
- Employee Relations
- Clerical/Administration
- Finance

Key Management Skill Areas

Four **Key Management Skill Areas** have been identified for standards packaged at AQF Levels 4 and 5. These are:

- Operations
- Information
- People Management
- Planning

Specialist Skill Areas

In addition to the core skills, **Specialist Skills** have been developed and packaged at Levels 2 and 3, to increase the range of options available within the retail standards. These include:

- Level 2   ⇒ Selling (Fresh Food, Meat, Fast Food, Bakery, Seafood)

             ⇒ Merchandising (Fresh Food, Meat, Fast Food, Bakery, Seafood)

             ⇒ Loss Prevention (Hygiene and Sanitation)

- Level 3   ⇒ Selling (Liquor, Personal Products, Home Products, Business & Leisure Products)

             ⇒ Loss Prevention (Hygiene and Sanitation, Security)

             ⇒ Clerical/Administration (Information Technology)

             ⇒ Advanced Selling (Build Relationships with Customers)

2.3.2 Incorporation of Other National Standards

National Competency Standards for:

- Workplace Trainers
- Competency Standards for Assessment
- National Clerical/Administrative (Private Sector)
- Work Safe Australia Guidelines
- National Hardware Workplace
- Community Pharmacy Assistants
- Timber Industry, Merchandising
- Australian Meat Industry, Meat Retailing
- National Food Industry, Hygiene and Sanitation
- Hairdressing
- Seafood Industry

have also been taken into account.

They have been included in these standards either:

- directly and by references

  OR

- indirectly incorporated, without specific reference.

Where any of these standards have conflicted with results obtained via the project consultations, National WRAPS has relied on the project data base as the most accurate and up to date source of information for these standards.

Where cross industry standards have been adopted, they are those which were endorsed at the time of development of the *National Retail Competency Standards*.

2.4 SUMMARY OF UNITS OF COMPETENCY

2.4.1 Core Skill Areas

SERVICE

WRRCS.1A	Communicate in the Workplace
WRRCS.2A	Apply Point of Sale Handling Procedures
WRRCS.3A	Interact with Customers
WRRCS.4A	Co-ordinate Interaction with Customers

SELLING

WRRS.1A	Sell Products and Services
WRRS.2A	Advise on Products and Services
WRRS.3A	Co-ordinate Sales Performance
WRRS.4A	Build Relationships with Customers (Advanced Selling)

Note: Unit S.4 is a Specialist Skill Area

MERCHANDISING

WRRM.1A	Merchandise Products
WRRM.2A	Perform Routine Housekeeping Duties
WRRM.3A	Co-ordinate Merchandising Presentation
WRRM.4A	Co-ordinate Housekeeping

INVENTORY

WRRI.1A	Perform Stock Control Procedures
WRRI.2A	Maintain Stock Control
WRRI.3A	Order Stock
WRRI.4A	Buy Merchandise

LOSS PREVENTION

WRRLP.1A	Apply Safe Working Practices
WRRLP.2A	Minimise Theft
WRRLP.3A	Maintain Store Safety
WRRLP.4A	Maintain Store Security
WRRLP.5A	Apply Store Security Systems and Procedures

Note: Unit WRRLP.5A is a Specialist Skill Area

EMPLOYEE RELATIONS

WRRER.1A	Work Effectively in a Retail Environment
WRRER.2A	Co-ordinate Work Teams
WRRER.3A	Maintain Employee Relations
WRRER.4A	Implement Staff Training
WRRER.5A	Assess Workplace Competencies

CLERICAL/ADMINISTRATION

WRRCA.1A   Operate Retail Equipment
WRRCA.2A   Apply Retail Office Procedures
WRRCA.3A   Apply Retail Office Keyboard Skills
WRRCA.4A   Co-ordinate Retail Office
WRRCA.5A   Operate Retail Information Technology Systems
          Note: Unit CA.5 is a Specialist Skill Area

FINANCE

WRRF.1A   Balance Register/Terminal
WRRF.2A   Perform Retail Finance Duties
WRRF.3A   Produce Financial Reports
WRRF.4A   Prepare Payroll

2.4.2 Key Management Skill Areas

OPERATIONS

WRRO.1A   Manage Merchandise and Store Presentation
WRRO.2A   Manage Sales and Service Delivery
WRRO.3A   Provide a Safe Working Environment
WRRO.4A   Control Store Security/Loss
WRRO.5A   Control Inventory
WRRO.6A   Manage Store Facilities

INFORMATION

WRRINF.1A   Analyse and Communicate Information

PEOPLE MANAGEMENT

WRRPM.1A   Administer Human Resources Policy
WRRPM.2A   Recruit and Select Personnel
WRRPM.3A   Lead and Manage People

PLANNING

WRRPL.1A   Manage Financial Resources
WRRPL.2A   Set Strategic Plans
WRRPL.3A   Initiate and Implement Change

2.4.3 Specialist Skill Areas

FOOD AND LIQUOR

WRRLP.6B	Apply Retail Food Safety Practices
WRRLP.7B	Monitor Food Safety Plan / Program
WRRFS.1A	Advise on Fresh Food Products and Services
WRRFM.1A	Merchandise Fresh Food Products
WRRFS.2A	Advise on Meat Products
WRRFM.2A	Pack and Display Meat Products
WRRFS.3A	Advise on Fast Food Products
WRRFM.3A	Prepare and Display Fast Food Items
WRRFS.4A	Recommend Liquor Products
WRRFS.5A	Advise on Bakery Products
WRRFM.5A	Prepare and Display Bakery Products
WRRFS.6A	Advise on Seafood Products
WRRFM.6B	Prepare and Display Fresh, Frozen and Live Seafood Products
WRRSS.16A	Recommend Health and Nutritional Products

PERSONAL PRODUCTS

WRRSS.1A	Recommend and Fit Clothing and Accessories
WRRSS.2A	Recommend and Fit Footwear Products and Services
WRRSS.3A	Recommend Jewellery Products and Services
WRRSS.15A	Recommend Hair / Beauty / Cosmetics Products

HOME PRODUCTS

WRRSS.4A	Recommend Electrical Products and Services
WRRSS.5A	Recommend Furniture Products
WRRSS.6A	Recommend Floor Covering Products and Services
WRRSS.7A	Recommend Hardware Products and Services
WRRSS.17A	Recommend Toddler / Baby Products
WRRSS.18A	Recommend Furnishings / Fabrics / Manchester / Haberdashery Products and Services

BUSINESS AND LEISURE PRODUCTS

WRRSS.8A	Recommend Cameras, Photographic Equipment and Services
WRRSS.9A	Recommend Computer Products and Services
WRRSS.10A	Recommend Sporting Products and Services
WRRSS.11A	Recommend Toy Products
WRRSS.12A	Recommend and Sell Books and Advise on Reader Services
WRRSS.13A	Recommend Newsagency Products and Services
WRRSS.14A	Hire and Sell Video Products and Services
WRRSS.19A	Recommend Music/Audio Products and Services

NOTE
A summary of the National Codes for the units of competency
are listed in the
NRTP Background to the Competency Standards: Section 1.4

SECTION 3: ALIGNMENT TO THE AQF

3.1 AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF), which was introduced in 1995, provides a national framework for qualifications earned in post-compulsory education and training in Australia.

AQF qualifications in the Vocational Education and Training Sector are based on the achievement of competency levels related to work in a general way and broadly define the skill requirements of work in changing industry and enterprise contexts.

The National Retail Training Package (NRTP) provides for the achievement of national certificates by aligning the *National Retail Competency Standards* to the AQF. The *National Retail Competency Standards* have been categorised into levels 1 to 5 of the AQF so that achievement of all competencies at a given level leads to the appropriate NRTS qualification identified at the corresponding level of the AQF, as follows:

Australian Qualifications Framework		National Retail Training Package
Level 1	Certificate I	Certificate I in Retail Operations
Level 2	Certificate II	Certificate II in Retail Operations
Level 3	Certificate III	Certificate III in Retail Operations
Level 4	Certificate IV	Certificate IV in Retail Management
Level 5	Diploma	Diploma in Retail Management

By this alignment of NRTP qualifications to the AQF, the competency requirements of work in general are applied directly to the retail industry. The *National Retail Competency Standards* are set out in competency levels according to the AQF level descriptors on the following page, to provide consistency and applicability to the standards of performance required within the retail industry and across industries.

The NRTP/AQF qualifications:

ν provide nationally consistent recognition of outcomes achieved in post-compulsory education.

ν assist in developing flexible pathways, which will enable individuals to move more easily between education and training sectors and between those sectors and the labour market through recognition of prior learning processes.

ν assist individuals in seeing the relationships between employment, vocational education and training, lifelong learning and building career paths.

ν will contribute to the continuous improvement of the quality of vocational education and training through industry driven systems which are responsive to and meet the workplace needs of industry.

ν will contribute positively to improving national economic performance by developing a more highly skilled and talented workforce.

3.1.2 Australian Qualifications Framework Descriptors

The AQF descriptors differentiate the characteristics of work functions from low to higher levels according to:

ν the level of discretion, autonomy and freedom to act, which increases and broadens and the span of activity, which widens.

ν the contingencies which must be addressed, the complexity of work and the extent of judgements made about the work, which increase and broaden.

ν the increase in complexity, depth and/or breadth of the knowledge base required to be applied.

ν the expansion of responsibility and accountability for the outcomes of work and for the work of others, including co-ordination, supervision and management functions.

The following AQF Descriptors outline features that distinguish between the levels of qualifications. These distinguishing features are embedded in the *National Retail Competency Standards* and are reflected in workplace performance required in units of competency at a given level.

Certificate I

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.

Certificate II

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

Performance of a prescribed range of functions involves 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 through members of a group or team.

Certificate III

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 specific 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 involves known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

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

Certificate IV

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 requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involving responsibility for, and limited organisation of, others.

Diploma

Breadth, depth and complexity covering planning and initiation of alternative approaches to skill 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 judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involving participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operation 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.

3.2 THE RETAIL QUALIFICATIONS MODEL

The *National Retail Competency Standards* have been packaged and aligned to the AQF to achieve the following qualifications:

National Qualification Title	National Qualification Code
Certificate I in Retail Operations	WRR10197
Certificate II in Retail Operations	WRR20197
Certificate III in Retail Operations	WRR30197
Certificate IV in Retail Management	WRR40197
Diploma in Retail Management	WRR50197

The details of each qualification are outlined in the following Sections 3.3 to 3.7.

3.2.1 Phases of Units within Qualifications

Within the retail standards, there are numerous units of competency which must be assessed with or after other units. To facilitate the assessment process, the units have been grouped into phases of related units, within each qualification. Each phase is assessed using the concept of an Integrated Competency Assessment, which ensures that assessment is holistic for a phase of interrelated units of competency.

Example:
Certificate II in Retail Operations has been grouped into 3 phases:

- *Phases A and B - groupings of essential units*
- *Phase C - groupings of essential units within 3 elective streams*

Integrated Competency Assessment is explained in the *NRTP Assessment Guidelines*: *Section 3.*

3.2.2 Units of Competency Packaged at More Than One Level

Some units of competency have been identified by the industry as relevant to more than one AQF level. These units are:

- Communicate in the Workplace   AQF Levels 1 + 2
- Perform Routine Housekeeping Duties   AQF Levels 1 + 2
- Apply Safe Working Practices   AQF Levels 1 + 2
- Work Effectively in a Retail Environment AQF Levels 1 + 2
- Operate Retail Equipment   AQF Levels 1 + 2

- Co-ordinate Retail Office   AQF Levels 3 + 4

- Prepare Payroll   AQF Levels 3 + 4

- Implement Staff Training   AQF Levels 3 + 4

- Assess Workplace Competencies   AQF Levels 3 + 4

- Manage Merchandise & Store Presentation   AQF Levels 4 + 5

- Lead & Manage People   AQF Levels 4 + 5

- Manage Financial Resources   AQF Levels 4 + 5

Where units occur at two levels, their packaging and alignment is dependent on their relationship to the total package of units being utilised.

Example:
If the package includes the essential units at Level 3, then those units which appear at both Levels 3 and 4 would be considered Level 3 units. If the package includes the essential units at Level 4, then the units would be packaged and credentialled at Level 4.

In some cases, units which have been achieved as part of a package at a particular level will be credited when they appear in the package for another level.

Essential and elective units for each level are shown on the following pages depicting packaging and alignment with the AQF.

This packaging and alignment approach has been designed to provide employees and employees with a flexible range of options which relate to multiple roles in the workplace.

3.3 CERTIFICATE I IN RETAIL OPERATIONS

ᵥ Certificate I is designed as a pre-vocational program.

ᵥ To achieve a Certificate I in Retail Operations all units in Phase A must be completed.

ᵥ The award is based on the successful completion of an Integrated Competency Assessment for Phase A.

UNITS OF COMPETENCY	ESSENTIAL UNITS PHASE A
SERVICE	
WRRCS.1A Communicate in the Workplace	A
MERCHANDISING	
WRRM.2A Perform Routine Housekeeping Duties	A
LOSS PREVENTION	
WRRLP.1A Apply Safe Working Practices	A
EMPLOYEE RELATIONS	
WRRER.1A Work Effectively in a Retail Environment	A
CLERICAL/ADMINISTRATION	
WRRCA.1A Operate Retail Equipment	A

Notes to Phase A:

ᵥ These units are equivalent to Phase A in the Certificate II in Retail Operations.

ᵥ Those who have been awarded the Certificate I in Retail Operations will be credited with Phase A of the Certificate II in Retail Operations.

National Qualification Title	National Qualification Code
Certificate I in Retail Operations	WRR10197

3.4 CERTIFICATE II IN RETAIL OPERATIONS

ν Certificate II is the standard entry level qualification for the retail industry.

ν To achieve a Certificate II in Retail Operations, the following units must be completed:

- ALL the essential units in Phases A and B, AND
- all units from ONE of the elective streams in Phase C (*see note below table*)

ν The award is based on the successful completion of THREE Integrated Competency Assessments for Phases A, B and C.

UNITS OF COMPETENCY	ESSENTIAL UNITS PHASES A AND B	ELECTIVE STREAMS - PHASE C		
		GENERAL SELLING C1	GENERAL FRESH FOOD SELLING C2	CLERICAL ADMIN C3
SERVICE				
WRRCS.1A Communicate in the Workplace	A			
WRRCS.2A Apply Point of Sale Handling Procedures	B			
WRRCS.3A Interact with Customers	B			
SELLING				
WRRS.1A Sell Products and Services		C1	C2	
WRRS.2A Advise on Products and Services		C1		
MERCHANDISING				
WRRM.1A Merchandise Products		C1		
WRRM.2A Perform Routine Housekeeping Duties	A			
INVENTORY				
WRRI.1A Perform Stock Control Procedures	B			
LOSS PREVENTION				
WRRLP.1A Apply Safe Working Practices	A			
WRRLP.2A Minimise Theft	B			
EMPLOYEE RELATIONS				
WRRER.1A Work Effectively in a Retail Environment	A			

UNITS OF COMPETENCY		ESSENTIAL UNITS PHASES A AND B	ELECTIVE STREAMS - PHASE C		
			GENERAL SELLING C1	GENERAL FRESH FOOD SELLING C2	CLERICAL ADMIN C3
CLERICAL/ADMINISTRATION					
WRRCA.1A	Operate Retail Equipment	A			
WRRCA.2A	Apply Retail Office Procedures				C3
WRRCA.3A	Apply Retail Office Keyboard Skills				C3
FINANCE					
WRRF.1A	Balance Register/Terminal	B			
WRRF.2A	Perform Retail Finance Duties				C3
SPECIALIST UNITS - FOOD AND LIQUOR					
WRRLP.6B	Apply Hygiene and Sanitation Practices			C2	
WRRFS.1A	Advise on Fresh Food Products and Services			C2*	* Refer note below
WRRFM.1A	Merchandise Fresh Food Products			C2*	
WRRFS.2A	Advise on Meat Products			C2	
WRRFM.2A	Pack and Display Meat Products			C2	
WRRFS.3A	Advise on Fast Food Products			C2	
WRRFM.3A	Prepare and Display Fast Food Items			C2	
WRRFS.5A	Advise on Bakery Products			C2	
WRRFM.5A	Prepare and Display Bakery Products			C2	
WRRFS.6A	Advise on Seafood Products			C2	
WRRFM.6A	Prepare and Display Fresh, Frozen and Live Seafood Products			C2	

Note to Phase C - Elective Streams:

To allow for specialisation within Phase C2: General Fresh food Selling Stream, the units WRRFS.1A and WRRFM.1A marked with an asterisk (*) may be replaced by the shaded units, either:

- Meat - WRRFS.2A and WRRFM.2A
  OR
- Fast Food - WRRFS.3A and WRRFM.3A
  OR
- Bakery – WRRFS.5A and WRRFM.5A
  OR
- Seafood – WRRFS.6A and WRRFM.6A

National Qualification Title	National Qualification Code
Certificate II in Retail Operations	WRR20197

3.5 CERTIFICATE III IN RETAIL OPERATIONS

ᵥ Entry into Certificate III assumes competency at Certificate II level.

ᵥ Certificate III is designed for more experienced employees in the retail industry whose work requires extensive product knowledge and involves responsibility for coordinating/supervising the work of others.

ᵥ To achieve a Certificate III in Retail Operations, the following units must be completed:

- ALL the essential units in Phases A and B, AND
- FOUR units from one of the elective streams in Phases C, D or E (*see notes below table*)

ᵥ The award is based on the successful completion of THREE Integrated Competency Assessments for Phases A, B and one of C, D or E.

UNITS OF COMPETENCY		ESSENTIAL UNITS PHASES A AND B	ELECTIVE STREAMS - PHASES C-E		
			TRAINING PHASE C	GENERAL SELLING PHASE D	ADMIN/ FINANCE PHASE E
SERVICE					
WRRCS.4A	Co-ordinate Interaction with Customers		C2	D1	
SELLING					
WRRS.3A	Co-ordinate Sales Performance		C2	D1	
WRRS.4A	Build Relationships with Customers (Advanced Selling)		**C3**	**D3**	
MERCHANDISING					
WRRM.3A	Co-ordinate Merchandise Presentation		C2	D1	
WRRM.4A	Co-ordinate Housekeeping	B			
INVENTORY					
WRRI.2A	Maintain Stock Control	* Refer notes below table	C3*	D2*	E*
WRRI.3A	Order Stock		C3*	D2*	E*
LOSS PREVENTION					
WRRLP.3A	Maintain Store Safety	B			
WRRLP.4A	Maintain Store Security	B			
WRRLP.5A	Apply Store Security Systems and Procedures		C3	D2	

UNITS OF COMPETENCY	ESSENTIAL UNITS PHASES A AND B	ELECTIVE STREAMS - PHASES C-E		
		TRAINING PHASE C	GENERAL SELLING PHASE D	ADMIN/ FINANCE PHASE E

EMPLOYEE RELATIONS

WRRER.2A Co-ordinate Work Teams	A			
WRRER.3A Maintain Employee Relations	A			
WRRER.4A Implement Staff Training		C1	**Refer notes below table**	
WRRER.5A Assess Workplace Competencies		C1		

CLERICAL/ADMINISTRATION

WRRCA.4A Co-ordinate Retail Office		C2		E
WRRCA.5A Operate Retail Information Technology Systems		C3		E

FINANCE

WRRF.3A Produce Financial Reports		C3		E
WRRF.4A Prepare Payroll		C3		E

SPECIALIST UNITS

FOOD AND LIQUOR

WRRFS.4A Recommend Liquor Products		C3	D3	
WRRSS.16A Recommend Health and Nutritional Products		C3	D3	
WRRLP.7B Monitor Food Safety Plan/Program		C3	D3	

PERSONAL PRODUCTS

WRRSS.1A Recommend and Fit Clothing and Accessories		C3	D3	
WRRSS.2A Recommend and Fit Footwear Products and Services		C3	D3	
WRRSS.3A Recommend Jewellery Products and Services		C3	D3	
WRRSS.15A Recommend Hair/Beauty/Cosmetics Product		C3	D3	

UNITS OF COMPETENCY		ESSENTIAL UNITS PHASES A AND B	ELECTIVE STREAMS - PHASES C-E		
			TRAINING PHASE C	GENERAL SELLING PHASE D	ADMIN/ FINANCE PHASE E
HOME PRODUCTS					
WRRSS.4A	Recommend Electrical Products and Services		C3	D3	
WRRSS.5A	Recommend Furniture Products		C3	D3	
WRRSS.6A	Recommend Floor Covering Products and Services		C3	D3	
WRRSS.7A	Recommend Hardware Products and Services		C3	D3	
WRRSS.17A	Recommend Toddler/Baby Product		C3	D3	
WRRSS.18A	Recommend Furnishings/ Fabrics/ Manchester/ Haberdashery Products and Services		C3	D3	
BUSINESS AND LEISURE PRODUCTS					
WRRSS.8A	Recommend Cameras, Photographic Equipment and Services		C3	D3	
WRRSS.9A	Recommend Computer Products and Services		C3	D3	
WRRSS.10A	Recommend Sporting Products and Services		C3	D3	
WRRSS.11A	Recommend Toy Products		C3	D3	
WRRSS.12A	Recommend and Sell Books and Advise on Reader Services		C3	D3	
WRRSS.13A	Recommend Newsagency Products and Services		C3	D3	
WRRSS.14A	Hire and Sell Video Products and Services		C3	D3	
WRRSS.19A	Recommend Music/Audio Products And Services		C3	D3	

Notes to Phases C to E - Elective Streams

ν The shaded units within each Elective Stream are essential to that stream.

ν Those units in **Inventory** WRRI.2A and WRRI.3A marked with an asterisk (*) must be done together and equate to ONE unit.

ν **Phase C - Training Stream** has been grouped into three subgroups and the following criteria applies to the selection of the FOUR units:

- Phase C1: Training - both units WRRER.4A and WRRER.5A are ESSENTIAL
- Phase C2: Co-ordinating - select ONE unit
- Phase C3: Specialisation - select ONE unit

ν **Phase D - General Selling Stream** has been grouped into three subgroups and the following criteria applies to the selection of the FOUR units:
- Phase D1: Supervision - select AT LEAST ONE unit
- Phase D2: Stock - OPTIONAL
- Phase D3: Recommend Products and Services - select A MAXIMUM OF TWO units

ν **Phase E - Retail Administrative/Finance Stream.** The following criteria apply to the selection of the FOUR units:
- WRRCA.4A: Co-ordinate Retail Office is ESSENTIAL
- Select THREE from the other units in Phase E.

National Qualification Title	National Qualification Code
Certificate III in Retail Operations	WRR30197

3.6 CERTIFICATE IV IN RETAIL MANAGEMENT

ν Entry to Certificate IV assumes competency at the Certificate III level.

ν Certificate IV has been designed to prepare employees for a leadership role in retail.

ν To achieve a Certificate IV in Retail Management, the following units must be completed:
  - ALL essential units from Phases A, B, C and D, AND
  - any TWO units from the elective units (*see notes below table*)

ν To be awarded the Certificate IV, FOUR Integrated Competency Assessments must be successfully completed.

UNITS OF COMPETENCY		ESSENTIAL UNITS PHASES A TO D	ELECTIVE STREAMS PHASES B AND D				
			MRKT'G	STORE OPER'NS	PROP'TY	BUYING	ADMIN
INVENTORY							
WRRI.4A	Buy Merchandise					B/D	
EMPLOYEE RELATIONS							
WRRER.4A	Implement Staff Training	A					
WRRER.5A	Assess Workplace Competencies	A					
CLERICAL/ADMINISTRATION							
WRRCA.4A	Co-ordinate Retail Office						B/D
FINANCE							
WRRF.4A	Prepare Payroll						B/D
OPERATIONS							
WRRO.1A	Manage Merchandise and Store Presentation		B/D				
WRRO.2A	Manage Sales and Service Delivery		B/D				
WRRO.3A	Provide a Safe Working Environment	C					
WRRO.4A	Control Store Security/Loss			B/D			
WRRO.5A	Control Inventory			B/D			
WRRO.6A	Manage Store Facilities				B/D		

UNITS OF COMPETENCY	ESSENTIAL UNITS PHASES A TO D	ELECTIVE STREAMS PHASES B AND D				
		MRKT'G	STORE OPER'NS	PROP'TY	BUYING	ADMIN

PEOPLE MANAGEMENT

WRRPM.1A	Administer Human Resources Policy	C
PWRRM.2A	Recruit and Select Personnel	C
WRRPM.3A	Lead and Manage People	B

PLANNING

WRRPL.1A	Manage Financial Resources	D

Notes to Phases B and D:

ν The **elective streams** are:
- Marketing
- Store Operations
- Property
- Buying
- Administrative

ν Those who have successfully completed the Phase A units WRRER.4A and WRRER.5A in the Certificate III in Retail Operations will be credited with Phase A of the Certificate IV.

ν The essential unit WRRPM.3A in Phase B is assessed with any of the elective units.

ν The essential unit WRRPL.1A in Phase D is assessed with any other elective unit.

ν If the elective units WRRCA.4A and WRRF.4A were completed in the Certificate III in Retail Operations, they are not credited as elective units in the Certificate IV.

National Qualification Title	National Qualification Code
Certificate IV in Retail Management	WRR40197

3.7 DIPLOMA IN RETAIL MANAGEMENT

ν Entry to the Diploma requires the completion of the Certificate IV in Retail Management.

ν To achieve a Diploma in Retail Management, the following units must be completed:

- ALL essential units, AND
- and ONE unit from the elective specialist units (*see notes below table*)

UNITS OF COMPETENCY	ESSENTIAL UNITS	ELECTIVE SPECIALIST UNITS
OPERATIONS		
WRRO.1A Manage Merchandise and Store Presentation		A/B/C
WRRO.6A Manage Store Facilities		A/B/C
INFORMATION		
WRRINF.1A Analyse and Communicate Information	A	
PLANNING		
WRRPL.2A Set Strategic Plans	B	
WRRPL.3A Initiate and Implement Change	C	

Notes to the Diploma:

ν If the elective units WRRO.1A and WRRO.6A were completed in the Certificate IV in Retail Management, they will be credited as elective units in the Diploma

ν If the essential units WRRPM.3A and WRRPL.1A have been successfully completed in the Certificate IV, they will be credited towards the Diploma

ν Any units from the Small Business Competency Standards may be selected as elective units to complete the Diploma in Retail Management

ν It is anticipated that additional elective specialist units may be added to the Diploma in key operational and management areas.

National Qualification Title	National Qualification Code
Diploma in Retail Management	WRR50197

SECTION 4: USING THE TRAINING PACKAGE

The key features of the National Retail Training System (NRTS) are that it is **an industry driven, competency based, adaptable** and **flexible** training system.

As the cornerstone of the NRTS, these key features apply to the National Retail Training Package. The Training Package is based on the retail industry's competency standards, developed by the retail industry for the retail industry.

All parts of the retail industry contributed to the development of the competency standards in recognition that to be successful in the tough and changing retail environment of the late 1990s requires retailers and their employees to be competent in a wide range of skill areas, such as customer service, merchandising, managing people, using retail technologies and preventing loss.

These and other skills are the basis of the retail industry's competency standards and the standards will enable employees' performance to be measured objectively against industry created benchmarks.

4.1 ADAPTATION OF THE TRAINING PACKAGE

The most important feature of the Training Package is that it has been purpose designed to be adaptable, so that nationally consistent training outcomes are achieved and, at the same time, the needs of individual retailers are met.

Throughout the competency standards there is capacity to adapt units of competency and their elements to the needs of individual businesses. Employers use their own products, policies and systems as the means by which their employees gain national retail industry competencies.   Further adaptation occurs when employers and employees choose optional units/electives in each of the Certificates. There is also capacity to substitute key specialist units within elective areas of Certificates II and III.

Adapting allows the units of competency and their elements to be delivered without alteration, whilst at the some time delivering nationally accredited training that is consistent with the current policies and guidelines of the client company.

Where it is necessary to meet the needs of a particular enterprise or industry sub-sector, one or more elements of competency may be added to a unit, but no elements may be removed.

Units of competency may be adapted in the following ways:

ν contextualisation of the content to identify unique aspects that apply to an industry sub-division, enterprise or particular client group (e.g. regulatory requirements, products, terminology, technology, work practices, work environment conditions, corporate culture and strategic plans)

ν specification of resource requirements in terms of essential equipment, facilities, learning resources, etc.

ν using assessment criteria which are appropriate to the specific requirements of a particular workplace, occupation or industry classification

The competency standards are packaged into a range of essential and optional units at each AQF level, that is from AQF levels 1 to 5. It is envisaged that additional specialist units will be developed from AQF levels 1 to 5 in the future.

At **AQF level 1** all units are essential.

At **AQF level 2** all essential units must be completed, with the balance of units available for selection from a General Selling Stream, General fresh Food Selling Stream or Clerical Administrative Stream.
*Example***:** *A sales person would complete all the essential units plus the relevant units in the General Selling Stream.*

At **AQF level 3** all essential units must be completed, with the four units available for selection from a Training Stream, General Selling Stream or a Retail Administrative Finance Stream.
*Example***:** *A clerical-administrative person would complete all the essential units plus select and complete four units from the Retail Administrative Finance Stream.*

At **AQF level 4** all essential units must be completed as well as two additional units selected from a range of elective units in any of the following streams: Administrative, Buying, Property, Store Operations and Marketing.
*Example***:** *A merchandise manager after completing all essential units may complete two units from the marketing stream electives.*

To achieve competency at **AQF level 5**, after completing level 4, all essential units plus one specialist elective unit must be completed. It is envisaged that a range of specialist units will be available in the future.

4.2 INCORPORATING KEY COMPETENCIES

In compliance with the requirements of the ANTA - National Training Framework Committee, the *National Retail Competency Standards* have been mapped against the seven key competencies which have been identified by the Mayer committee as essential in employment.

The Mayer Report definition of Key Competencies provides an important perspective on the role of general competencies in work. The definition is:

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key competencies are not only essential for effective participation in work but are essential for effective participation in further education and in adult life more generally.

There are seven Key Competencies currently recognised nationally. They are:

ν Collecting, analysing and organising information

ν Communicating ideas and information

ν Planning and organising activities

ν Working with others and in teams

ν Using mathematical ideas and techniques

ν Solving problems

ν Using technology

Additionally the Mayer Committee recommended three performance levels for each of the Key Competencies. These are defined as follows:

Performance Level 1

describes the competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgments about quality of outcome against established criteria.

Performance Level 2

describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3

describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

The presence of Key Competencies and their performance levels have been identified for each unit of competency and are recorded in the evidence guides for each unit of competency. Where specific groupings of key competencies **explicitly** underpin units of competency, they are noted by the performance level being in a shaded box in **arial** type. A **blank** signifies a particular competency is not indicated for a unit.

Using Key Competencies to underpin teaching/learning helps learners to integrate work tasks and see them as a whole rather than a collection of discrete actions. Learners are also better able to transfer skills across different work tasks and functions.

Further information on using key Competencies is available in the National Retail Training System *Professional Development Kit*.

NATIONAL WRAPS

National Wholesale
Retail and Personal
Services Industry
Training Council LTD

Suite 2E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

ASSESSMENT GUIDELINES

FOR

WRR10197	CERTIFICATE I IN RETAIL OPERATIONS
WRR20197	CERTIFICATE II IN RETAIL OPERATIONS
WRR30197	CERTIFICATE III IN RETAIL OPERATIONS
WRR40197	CERTIFICATE IV IN RETAIL MANAGEMENT
WRR50197	DIPLOMA IN RETAIL MANAGEMENT

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY
Supporting New Apprenticeships

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

CONTENTS

SECTION 1: ASSESSMENT SYSTEM OVERVIEW

The *National Retail Training Package (NRTP-WRR97) Assessment Guidelines* will establish and manage the quality assurance process for training, assessment and qualifications for the retail industry.

The guidelines used follow criteria essential for the implementation of an assessment system. These criteria are common among a number of industries and are in line with the principles of assessment and the ANTA Guidelines.

The criteria include:

ν national competency standards

ν national qualifications

ν multiple pathways

ν provider and assessor registration

ν qualified assessors

ν quality assurance frameworks

ν recording and reporting of the assessment outcomes

ν guidelines for designing assessment materials

ν guidelines for conducting assessments

In developing these guidelines and defining the roles to support them, the process of accreditation in the short and long term, and the variations across States/Territories were taken into account. The guidelines aim to provide qualifications that are nationally recognised and industry endorsed. This will ensure that the NRTP-WRR97 qualifications have equal status nationally, are standard across States/Territories and are accepted by industry.

An underlying principle of the system is that quality assurance is achieved through:

ν NRTP-WRR97 qualifications which are issued by Registered Training Organisations.

ν NRTP-WRR97 Assessment Guidelines which specify the requirements for assessment.

ν *National Retail Competency Standard*s

and complemented by an industry quality endorsement partnership[1] between the industry and key stakeholders.

Qualifications may be gained from the successful assessment of competencies resulting from either on- and off-the-job training, fully on-the-job training or from assessment of current competencies through recognition of prior learning processes.

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[1] For further information on the industry quality endorsement partnership contact National WRAPS.

1.1 BENCHMARKS FOR ASSESSMENT

1.1.1 The National Retail Competency Standards

Assessment will be against the *National Retail Competency Standards* which include:

ν core skills areas

ν key management skills areas

ν specialist product and advanced function skills areas

The core and key management skills areas were endorsed in January 1996 and are current until January 1999. The specialist product and advanced function skills are awaiting endorsement as part of the NRTP-WRR97.

1.1.2 The Outcomes

Assessment against the *National Retail Competency Standards* will be used for the full range of assessment purposes, including:

ν recognising workplace competencies, no matter how they have been acquired

ν assessment within training programs

ν certification against an Australian Qualifications Framework (AQF) qualification

ν career path planning and development

ν credit transfer for improved access to other training programs

The evidence guide for each unit of competency specifies the requirements. Assessment for an NRTP-WRR97 qualification is facilitated through an Integrated Competency Assessment process which is outlined in Section 3.

The outcome of the assessment process may be:

ν an AQF qualification

- Certificate I in Retail Operations
  ⇒ a pre-vocational or school based vocational qualification

- Certificate II in Retail Operations
  ⇒ the minimum entry level qualification for the retail industry

- Certificate III in Retail Operations
  ⇒ for more experienced employees with responsibility for coordinating/supervising the work of others

- Certificate IV in Retail Management
  ⇒ for experienced employees to assume a leadership role in the retail industry

- Diploma in Retail Management
  ⇒ for retail managers

v   a Statement of Attainment against a unit of competency

Details are available in the *NRTP-WRR97 Qualifications: Section 3*.

These assessments will be carried out by qualified assessors who meet the NRTP-WRR97 requirements as outlined in these Guidelines and are linked to Registered Training Organisations.

Statements of Attainment and qualifications issued will indicate the units of competency attained and conform with the endorsed nomenclature.

All assessments must be carried out according to the requirements of the endorsed components of the NRTP-WRR97.

1.1.3 The Assessment Environment

Details of the assessment environment and processes are specified in:

v   the Evidence Guides in the National Retail Competency Standards

v   the model training program/curriculum for each certificate

v   the Guide to Assessment Activities for each certificate

The Evidence Guides will:

v   specify appropriate contexts for assessing a specific unit of competency, or package of competencies

v   identify the critical aspects of evidence

v   specify the underpinning knowledge and skills

v   support the holistic assessment of competencies.

Both the required environment and the relationship between competencies will be detailed in the Evidence Guides to ensure that on-the-job assessment is, as far as practical, a part of normal work procedures and that off-the-job assessment closely reflects the workplace conditions.

1.2 ROLE OF REGISTERED TRAINING ORGANISATIONS

The definition of nationally Registered Training Organisations used in this document is taken from *Assuring Quality and Choice in National Training: Australia's National Training Framework*, that is:

> *Training organisations - TAFE institutions, private providers, RPL and assessment agencies, Group Training Companies, industry organisations and workplaces - can be registered with State and Territory Recognition Authorities to develop and deliver training products and services. ..... The range of products and services which training organisations can be registered for are:*
> - *provide training and assessment*
> - *provide skills recognition services (assessment only)*
> - *develop and approve training programs to deliver training packages*
> - *issue qualifications / statements of attainment*

Training Organisations issuing NRTP-WRR97 qualifications must:

ν Be registered with their State/Territory Registration Authority and meet the requirements of the Australian Recognition Framework (ARF) to issue NRTP-WRR97 qualifications.

ν Provide training against the *National Retail Competency Standards*

ν Provide assessment according to the NRTP-WRR97 requirements

ν Provide a national qualification or statement of attainment to successful candidates

ν Maintain a database of assessment outcomes for both qualifications and Statements of Attainment in accordance with the Australian Recognition Framework requirements.

ν Improve operations based on the outcomes of the audit processes.

ν Have a quality appeals process in place in accordance with the Australian Recognition Framework requirements

1.2.1 Registered Assessment Only Organisations

In addition to the roles (except training) of the Registered Training Organisations, the major role of registered assessment only organisations is in the on-job assessment processes, particularly in relation to those seeking qualifications through the recognition of current competencies (RCC) or recognition of prior learning (RPL).

Registered assessment only organisations will hold the status of a 'Registered Training Organisation' registered with the State/Territory Recognition Authority, according to Australian Recognition Framework requirements.

1.3 ASSESSMENT PATHWAYS

It is essential that multiple pathways to qualifications are supported by the NRTP-WRR97. In order to achieve this, the present process of providing qualifications to candidates enrolled in training, needs to be broadened to provide access to those who seek qualifications through recognition of current competencies and ongoing learning on-the-job.

Assessment will be carried out against the *National Retail Competency Standards* following:

v   the completion of a training program

v   the partial completion of a training program

v   an application for recognition of current competencies through the RPL process

The retail industry has introduced the concept of 'Integrated Competency Assessment' to ensure that the training and assessment does not become atomistic and procedural. This form of assessment requires evidence that candidates can apply their skills over a number of related activities and competencies. Details of this process are outlined in Section 3.

The advantages of Integrated Competency Assessments are twofold:

v   the underpinning knowledge, skills and attitudes are applied in an holistic activity

v   the candidate gathers a concrete portfolio of evidence for future employment or study

1.3.1 Completion of a Training Program

To gain a qualification under the NRTP-WRR97 through the completion of a training program, candidates must successfully complete all the Integrated Competency Assessments as conducted or auspiced through a Registered Training Organisation.

The strategy for assessment in the Certificates in Retail Operations and Retail Management is based on an integration of the workplace competencies into holistic activities for phases. The units of competency within each certificate are grouped into phases of units which are interrelated to facilitate the assessment process. The Integrated Competency Assessments are the key measure of successful achievement of competence for the award of any qualification under the NRTP-WRR97 requirements.

When a Certificate qualification is sought, or a traineeship is being undertaken, Integrated Competency Assessments conducted by qualified assessors must apply.

1.3.2 Partial Completion of a Training Program

Alternatively, to provide flexibility for candidates seeking Statements of Attainment for individual units of competency, assessment is based on an holistic activity for that unit which meets the criteria and standard specified in the evidence guide. To gain Statements of Attainment which may only be issued through a Registered Training Organisation, candidates must be assessed by a qualified assessor.

Statements of Attainment may only be awarded against whole units of competency according to the criteria in the evidence guide, which includes work experience.

To be awarded a full certificate from Statements of Attainment, the candidate must have successfully completed all the relevant units of competency and the Integrated Competency Assessments within the related certificate.

1.3.3 Assessment Only Pathways

There are many employees working in the retail industry who have had no formal training. Nevertheless they have developed competence in a wide range of skills. In the past there has been no means to recognise their skills. The NRTP-WRR97 has been designed to capture the competencies of these people.

Candidates seeking recognition of current competencies (RCC) must be assessed by a qualified assessor working in conjunction with a Registered Training Organisation. If candidates want RCC for just one unit of competency, the unit assessment will apply and a Statement of Attainment will be issued. If candidates want to be assessed for the whole qualification, they must do the Integrated Competency Assessment activities for that qualification.

SECTION 2: ASSESSOR QUALIFICATIONS

2.1 ASSESSOR QUALIFICATIONS

Assessments against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

Training organisations that provide NRTP-WRR97 qualifications must be registered with the State/Territory Recognition Authority. Registered Training Organisations must use assessors that meet the requirements of the NRTP-WRR97.

Assessors for the NRTP-WRR97 must complete all the following criteria:

ν Meet the Competency Standards for Assessment which include:

- the Assessment Competency Standard Unit: Conduct Assessment in Accordance with an Established Assessment Procedure, and

- the Extension Unit: Plan and Review Assessment

AND

ν Demonstrate a knowledge and understanding of the current requirements for assessing against the *National Retail Competency Standards*.

AND

ν Assess only in their area of technical competence or with a person who has been recognised as competent in that area. A technically competent person would be expected to have 3 years industry experience and relevant work experience within the last 3 years at a level above that being assessed.

2.2 USING QUALIFIED ASSESSORS

2.2.1 Meeting the Assessor Requirements

Assessors are pivotal to the quality of the system. There are three categories of assessors that could be used as assessors by Registered Training Organisations:

ν Registered Training Organisation assessors (those employed by the training organisation)

ν independent assessors (qualified assessors not employed by a Registered Training Organisation)

ν workplace assessors (those employed by the retail organisation)

All Registered Training Organisations issuing qualifications under the NRTP-WRR97 must meet the requirements for assessors specified in this document and ensure that all assessments will be carried out according to the requirements of the NRTP-WRR97.

The requirement to use qualified assessors may be met through the use of:

ν A workplace assessor who is competent against the assessor competency standards and the relevant technical competencies.

ν A workplace assessor who is competent against the assessor competency standards and who has ready access to another person who is competent in, and can advise the assessor on, the relevant vocational competencies at least to the level being assessed.

ν An assessment panel which includes at least one person who is competent against the assessor competency standards as well as at least one person who is competent in the relevant vocational competencies above the level being assessed.

ν An external assessor who is competent against the assessor competency standards but with the assessment evidence being collected, utilising industry endorsed assessment procedures, by a workplace supervisor who has the relevant vocational competencies at least to the level being assessed

ν A workplace supervisor with the relevant vocational competencies at least to the level being assessed who utilises industry endorsed assessment procedures with the outcome being validated by an external assessor who is competent against the assessor competency standards.

2.2.2 The Assessor's Role

Assessors are critical in the competency based assessment system. They must approach assessments seriously and carry them out with rigour, because assessments are formal processes which are very important for the candidates' careers.

Assessors may meet the requirements of the NRTP-WRR97 through the criteria listed in Section 2.2.1. They must be able to:

ν   interpret the standard

ν   apply the standard to the workplace

ν   design or modify an assessment activity

ν   liaise with employers and training organisations

ν   organise the assessment

ν   brief the candidate

ν   conduct the assessment in an impartial manner

ν   interact positively with the candidate

ν   observe thoroughly

ν   use the evidence gathered in the assessment to make a decision

ν   communicate that decision to the candidate

ν   review their own performance within the assessment procedure

ν   record the assessment outcomes to the standards required for documentation by Appeals Panels

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

All assessment in the NRTP-WRR97 will be against the *National Retail Competency Standards*. In addition to model training programs, *Guides to Assessment Activities* for each certificate have been developed to assist Registered Training Organisations in assessing workplace competencies.

3.1 ASSESSMENT STRATEGY

Assessment conforms with the principles of the Australian Recognition Framework and is in accordance with the NRTP-WRR97 *Assessment Guidelines*. Assessment is both training organisation and workplace based.

The most appropriate method of assessing workplace competency is through demonstration and observation in the workplace, under normal working conditions and with the assistance from tools, equipment, job aids and work colleagues that would normally be available on the job.

The following general principles and strategies apply:

ν assessment is competency based

ν assessment is criterion-referenced

Within each certificate, the units of competency are grouped into phases of units which are interrelated, to facilitate the assessment process.

Each unit within a phase has a series of assessment criteria within and on completion of the unit and these are specified in the Performance Criteria and Evidence Guides in the standards. These criteria are designed to check the candidates' progress and measure their performance. When assessing performance for a certificate, the assessment activities within and / or on completion of each unit will generally be carried out by the workplace coach / trainer, workplace assessor, or the off job trainer, depending on the learning situation.

Formal assessment for the certificates in the NRTP-WRR97 is based on Integrated Competency Assessment activities which must be carried out by qualified assessors.

3.2 INTEGRATED COMPETENCY ASSESSMENT

Integrated Competency Assessment activities integrate the workplace competencies into an holistic activity for a phase of interrelated units of competency. When Statements of Attainment only are being sought for individual units, the integrated assessment activity (Unit Assessment) must be based on an integration of the performance criteria into an holistic activity for that unit.

In either strategy, the Integrated Competency Assessment activities will require the candidates to:
v   use the appropriate key competencies

v   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace

Integrated Competency Assessments are the key assessment activities to assess the units of competency covered by the related units within a phase. These Integrated Competency Assessments are designed to focus the candidate and the assessor on using key competencies and developing transferable skills through the demonstration of competence across all competency units within a phase.

It is possible for a candidate to seek assessment for a phase through completing the Integrated Competency Assessment without completing all the assessment activities for the units. In these situations recognition of current competency is being sought for specific units. It will be the responsibility of the assessor to ensure that the integrated assessment is of sufficient rigour to provide adequate evidence of competence in the areas not covered by unit assessment. All candidates are bound to provide three pieces of evidence required by the *NRTP-WRR97 Assessment Guidelines* policy and selected from the range specified in Section 3.3.

The Integrated Competency Assessment approach is low cost, takes account of the skills of both candidates and assessors, involves the use of evidence gathering methods appropriate to the context and is open to being contextualised for particular situations and industry sectors.

The assessment method encompasses recognition of current competencies which may also involve the use of self assessment processes.

3.3 EVIDENCE FOR ASSESSMENT

"Competence" cannot be seen. We only know that competence exists because of the outcome. Therefore competency based assessment is a process of collecting evidence of competence. That evidence may be directly observed, or written, or provided by others.

Multiple sources of evidence will be available to ensure flexibility, and used as appropriate. The Evidence Guides from the National Retail Competency Standards will be the basis of the assessment tools to be used. They should be contextualised to suit the workplace.

Evidence must be gathered from the following range of sources, including:
ν **Direct**

- observation of workplace performance

- demonstration of practical skills

- role plays, simulation

ν **Indirect**

- evaluation of the finished product or outcome of the performance

- video taped performance

- presentations

- projects, written assignments

- historical evidence, third party reports

ν **Supplementary**

- questioning, interviews

- portfolio / log book

Arrangements for assistance for small business need to be further considered. Historical evidence should be accepted if validated, for example, when the candidate has successfully performed the work over a number of years.

3.4 PRINCIPLES OF ASSESSMENT

Assessors must ensure that the assessment reflects the principles of good assessment, while being practicable in the workplace. Assessments must be:

ν **Valid**

The assessment must assess the skills it is meant to assess, that is, it must be valid.

ν **Reliable**

The concept of reliability can be applied in two ways:

- that the same conditions of assessment exist for all candidates
- that the assessment would produce the same result with the candidate if repeated.

ν **Sufficient**

The amount of evidence collected must be sufficient to make a judgment that the candidate is able to achieve all the performance criteria for that competency.

Assessors must consider whether the evidence covers all contexts or situations in which the competency needs to be demonstrated.

ν **Authentic**

Assessors must be confident that the work observed was produced by the candidate, and not by some one else.

In team situations, the candidate's contribution to the final product or report must be considered.

ν **Current**

The evidence collected must be recent.

If the qualifications are from a long time ago, additional evidence will be needed.

ν **Fair**

One of the most important aspects of competency based assessment is to maintain fairness, which means:

- applying the same standards to all candidates
- not allowing personal preferences or prejudices to influence decisions
- being open with information
- observing thoroughly
- recording properly
- asking fair, clear questions
- using open body language
- not being hurried

ν **Language, Literacy and Numeracy Skills**

- Language refers to the acquisition of English language skills by people whose first language is not English.
- Literacy refers to the ability to read and write in the individual's first language.
- Numeracy refers to mathematical abilities.

There is a very wide range of abilities in these skills in the workforce.

Assessors must ensure that the assessment activity does not require higher level skills in language, literacy and numeracy than is required by the competency unit and job level.

ν **Equal Opportunity**

The principles of anti-discrimination must be applied in planning and conducting assessments. Anti-discrimination legislation means that assessors cannot discriminate against any individual on the grounds of:

- Gender
- Political affiliation
- Race
- Ethnic background
- Age
- Social class
- Sexual Preference
- Marital status
- Religion
- Physical disability
- Mental ability

3.5 GUIDES TO ASSESSMENT ACTIVITIES

Detailed assessment guidelines are available for each unit and each Integrated Competency Assessment activity in the *Guides to Assessment Activities* for each certificate. These guides have been designed to assist both training organisations and workplace assessors. They are included as a resource in the National Retail Training System.

Assessment materials developed will be validated with industry to ensure validity, reliability, flexibility and fairness.

3.6 DESIGNING AND CONTEXTUALISING ASSESSMENT ACTIVITIES

The *Guides to Assessment Activities* provide ideas on how to collect the evidence of achievement of competence for each unit of competency.   They also provide sample performance checklists for the assessor.

The steps in designing assessment activities are:

ν **Step One**

Assessors should:

- refer to the sample performance checklists in the relevant part of the Guides
- refer to the Evidence Guides in the *National Retail Competency Standards*
- examine the application of the unit of competency in the workplace
- collect relevant workplace documentation, for example, procedures, policies, legislation and so on.

ν **Step Two**

The performance checklists have been written for all retail stores. They are general. Assessors will need to modify the performance checklist to reflect the workplace. There may need to be substantial changes or only word changes. However no performance criteria may be deleted.

Because candidates must meet the criteria for every point on the performance checklists, any requirements added to the list must be critical to workplace performance. If performance criteria are included which are not essential, then assessment will be more difficult.

ν **Step Three**

Assessors must examine the suggested assessment approaches in the *Guides to Assessment Activities* to decide which evidence will need to be collected for the workplace.

In some cases, the suggested approaches may not be feasible. Assessors must then work out other techniques for collecting the evidence required to complete the performance checklist.

ν **Step Four**

Assessors must design their approach to ensure that all the evidence needed will be collected. The approach must also reflect the principles:

- Is the evidence valid?
- Are the language, literacy and numeracy skill expectations appropriate?
- Is the evidence reliable?
- Is the evidence authentic?
- Is there sufficient evidence?
- Is the evidence fair?

4.1 PROCEDURES FOR CANDIDATES ENROLLED WITH REGISTERED TRAINING ORGANISATIONS

All NRTP-WRR97 qualifications may be gained through on and off job learning or fully on job learning. Unless the assessment only pathway is followed, to gain any of the NRTP-WRR97 qualifications candidates must enrol with a Registered Training Organisation and successfully complete the Integrated Competency Assessments.

The Integrated Competency Assessments must be carried out by assessors who meet the requirements specified in this document. Assessment must be simple and low cost, while maintaining validity and reliability.

Workplace assessment should be under normal working conditions, not a "special event". For both training program and workplace related assessment the procedures listed in Sections 4.1.1 and 4.1.3 apply.

4.1.1 Certificate I in Retail Operations

Certificate I is designed as a pre-vocational and school based vocational program for those not employed in the retail industry. It is based on the *National Retail Competency Standards* and requires work placement to achieve competency to the standards required in the workplace. It is equivalent to the first phase of the Certificate II in Retail Operations.

If candidates are not able to gain sufficient work experience to demonstrate workplace competency for the Integrated Competency Assessment, they can achieve Statements of Attainments for individual units of competency for which credit is granted in the Certificate II.

4.1.2 Certificate II in Retail Operations

Certificate II is the minimum entry level qualification for the retail industry. The assessment process is outlined below:

ν On commencement of certificate, candidate is briefed by training organisation on assessment requirements and any special needs of candidate are identified

ν Training organisation contacts employer to identify and brief workplace coach(es) and outline expectations

ν Workplace coach(es) and training organisation(s) have ongoing role in assisting candidate to gather evidence of competence for each unit of competency

ν Workplace coach or supervisor contacts training organisation to organise details when candidate is ready for formal assessment

- ᵥ Assessor selects methods for assessment from range of options specified

- ᵥ Assessor briefs candidate on process and methods of assessment to be used

- ᵥ Candidate provides evidence collected

- ᵥ Assessor carries out assessment following review of evidence provided

- ᵥ Assessor makes decision

- ᵥ Assessor provides feedback to candidate and identifies any gaps

- ᵥ Post assessment procedures completed

  - one copy is maintained by assessor
  - one copy sent to employer and training organisation
  - candidate's record book is signed

4.1.3 Certificate III in Retail Operations and Certificate IV / Diploma in Retail Management

Workplace visits may be undertaken automatically or alternatively the following processes may apply:

- ᵥ On commencement of certificate, candidate is briefed by training organisation on assessment requirements

- ᵥ Training organisation contacts employer to identify and brief workplace coach(es) and outline expectations

- ᵥ Assessor contacts candidate, supervisor and workplace coaches to ensure that the process of assessment is understood.

- ᵥ Candidate provides evidence to meet the Integrated Competency Assessment tasks.

- ᵥ Supervisor assesses candidate following review of the evidence provided.

- ᵥ Supervisor discusses the evidence with the candidate and establishes relevant performance goals. The achievement of these goals are then another option for evidence as the employee develops in the job.

- ᵥ The record book, which includes the candidate's self assessment, the attached evidence, the supervisor's assessment and unit assessment tasks are sent to the qualified assessor.

- ᵥ The qualified assessor reviews all the evidence and identifies any gaps that require further evidence. Notification is sent to the candidate of the outcome and of any further development required.

- ᵥ Before the next phase of Integrated Competency Assessment is attempted, evidence to meet any of the previously identified shortcomings must be provided.

- ᵥ The process continues for each of the Integrated Competency Assessments.

ν At the completion of all Integrated Competency Assessments the assessor will review all the evidence. If there are any short comings in evidence then a site visit will be arranged following communication with both the candidate and the supervisor.

Each assessment must be carried out within an agreed time frame and using agreed assessment tools. Frequency of assessment will be determined by the Registered Training Organisation where the candidate is enrolled in a training program.

All assessment must be carried out according to the requirements of the NRTP-WRR97.

4.2 PROCEDURES FOR CANDIDATES SEEKING RECOGNITION OF PRIOR LEARNING

ν Candidate requests and receives information from department manager/supervisor or WRAPS Network

ν Candidate completes application and forwards it to the Registered Training Organisation

ν Proceed as in Sections 4.1.1 to 4.1.3 depending on level of qualification sought

SECTION 5: SOURCES OF INFORMATION

5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
Ashenden, D	The Recognition of Vocational Training and Learning Commissioned Report No. 1, Employment and Skills Formation Council	Australian Government Publishing Service	1990
Australian Council of Trade Unions	Workplace Reform, Skill Development and a High Competence Educated Workforce	Policy Proposal ACTU Congress	1991
Docking, Russell	An A-Z of assessment myths and assessment in the workplace Competence Assessment Briefing Series, No 4.	Employment Department (WA)	1991
Gonczi, A, ed.	Developing a Competent Workforce: Adult Learning Strategies for Vocational Education and Training	Adelaide TAFE, National R&D Centre	1992
Hagar, P, Athanasou, J and Gonczi, A	Assessment Technical Manual	AGPS, Canberra	1994
Hagar, Paul	On the Job and Off the Job assessment: an issues paper	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Integrating Assessment of Learning Outcomes	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Work based learning: Advice from Literature	Assessment Centre for Vocational Education, Sydney	1995
Kearney, Paul	Collaborative Assessment Techniques	Artemis, Tasmania	1992
National Training Board	Workplace Trainer Competency Standards	ANTA	1994
NCVER	Integrating Assessment: Removing the on the job/off the job Gap Conference papers from 4-6 June, 1996 (648 Pages)	Western Australian Department of Training	1996

5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT (continued)

Author(s)	Title	Publisher	Date
Parsloe, E	Coaching, Mentoring and Assessing: A practical Guide to developing competence	London: Kogan Page	1992
Rumsey, David	Practical Issues in workplace Assessment (in National Research Forum)	VEETAC Competency Based Training Working Party, Sydney	1993
Rumsey, David	Assessment Practical Guide	AGPS, Canberra	1994
Standards and Curriculum Council	Competency Standards for Assessment	ANTA	1996
Topp, L, Gibb, J and Worsnop, P	Assessment System Design	AGPS, Canberra	1994

5.2 LIST OF RETAIL SPECIFIC RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
National WRAPS	Guides to Assessment Activities for Certificates II, III and IV	ANTA / National WRAPS	1998
National WRAPS	Certificates II and III in Retail Operations: Curricula	ANTA / National WRAPS	1997
National WRAPS	Certificate IV in Retail Management: Curriculum	ANTA / National WRAPS	1997
National WRAPS	National Retail Training Package	ANTA / National WRAPS	1998
National WRAPS	Professional Development Kit	ANTA / National WRAPS	1998
National WRAPS	Industry Quality Endorsed Qualifications	National WRAPS	1998

National Wholesale Retail and Personal Services Industry Training Council LTD

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9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL

RETAIL

Training Package

COMPETENCY STANDARDS

WRR10197	CERTIFICATE I IN RETAIL OPERATIONS
WRR20197	CERTIFICATE II IN RETAIL OPERATIONS
WRR30197	CERTIFICATE III IN RETAIL OPERATIONS
WRR40197	CERTIFICATE IV IN RETAIL MANAGEMENT
WRR50197	DIPLOMA IN RETAIL MANAGEMENT

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

Supporting New Apprenticeships
NATIONAL RETAIL TRAINING PACKAGE

National Code: WRR97

CONTENTS

CONTENTS

NATIONAL RETAIL COMPETENCY STANDARDS

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Selling

Merchandising

Inventory

Loss Prevention

Employee Relations

Clerical/Administration

Finance

2.0 KEY MANAGEMENT SKILL AREAS

Operations

Information

People Management

Planning

3.0 SPECIALIST SKILL AREAS

Food and Liquor

Personal Products

Home Products

Business and Leisure Products

SECTION 1: SUMMARY OF UNITS AND ELEMENTS

1.1 CORE SKILL AREAS

SERVICE

WRRCS.1A	COMMUNICATE IN THE WORKPLACE	
	CS 1.1	Establish Contact with Customers
	CS 1.2	Process Information
	CS 1.3	Work in a Team
	CS 1.4	Maintain Personal Presentation
	CS 1.5	Follow Routine Instructions
	CS 1.6	Read and Interpret Retail Documents
	CS 1.7	Use Numbers in the Workplace
WRRCS.2A	APPLY POINT OF SALE HANDLING PROCEDURES	
	CS 2.1	Operate Point of Sale Equipment
	CS 2.2	Perform Point of Sale Transactions
	CS 2.3	Complete Sales
	CS 2.4	Wrap and Pack Goods
WRRCS.3A	INTERACT WITH CUSTOMERS	
	CS 3.1	Deliver Service to Customers
	CS 3.2	Respond to Customer Complaints
	CS 3.3	Receive and Process Sales Orders
	CS 3.4	Identify Customers' Special Requirements
WRRCS.4A	CO-ORDINATE INTERACTION WITH CUSTOMERS	
	CS 4.1	Implement Customer Service Standards
	CS 4.2	Implement Store Policy Regarding Customer Complaints
	CS 4.3	Communicate with Management
	CS 4.4	Lead Customer Service Team

SELLING

WRRS.1A	SELL PRODUCTS AND SERVICES	
	S 1.1	Apply Product Knowledge
	S 1.2	Approach Customer
	S 1.3	Gather Information
	S 1.4	Sell Benefits
	S 1.5	Overcome Objections
	S 1.6	Close Sale
	S 1.7	Maximise Sales Opportunities
WRRS.2A	ADVISE ON PRODUCTS AND SERVICES	
	S 2.1	Develop Product Knowledge
	S 2.2	Recommend Specialised Products

WRRS.3A CO-ORDINATE SALES PERFORMANCE

    S 3.1   Implement Sales Policies and Procedures
    S 3.2   Monitor Achievement of Sales Targets

WRRS.4A BUILD RELATIONSHIPS WITH CUSTOMERS

    S 4.1   Establish Rapport with Customers
    S 4.2   Apply Expert Knowledge
    S 4.3   Provide Post Sales Support
    S 4.4   Plan Sales Presentations
    S 4.5   Implement Sales Presentation
    S 4.6   Maintain and Utilise a Customer Data Base
    S 4.7   Deal with Difficult Customers

Note: Unit S.4 is a Specialist Skill Area.

MERCHANDISING

WRRM.1A   MERCHANDISE PRODUCTS

    M 1.1   Place and Arrange Merchandise
    M 1.2   Prepare Display Labels/Tickets
    M 1.3   Place, Arrange and Display Price Tickets and Labels
    M 1.4   Maintain Displays
    M 1.5   Protect Merchandise

WRRM.2A   PERFORM ROUTINE HOUSEKEEPING DUTIES

    M 2.1   Organise Work Area
    M 2.2   Clean Work Area

WRRM.3A   CO-ORDINATE MERCHANDISING PRESENTATION

    M 3.1   Co-ordinate Merchandise Presentation and Display
    M 3.2   Implement Merchandise Pricing

WRRM.4A   CO-ORDINATE HOUSEKEEPING

    M 4.1   Implement Housekeeping Policies

INVENTORY

WRRI.1A   PERFORM STOCK CONTROL PROCEDURES

    I 1.1   Receive and Process Incoming Goods
    I 1.2   Rotate Stock
    I 1.3   Participate in Stocktake
    I 1.4   Reorder Stock
    I 1.5   Dispatch Goods

WRRI.2A   MAINTAIN STOCK CONTROL

    I 2.1   Monitor Receipt and Dispatch of Goods
    I 2.2   Maintain Stock Records
    I 2.3   Co-ordinate Stocktake/Cyclical Count
    I 2.4   Identify Stock Losses

WRRI.3A	ORDER STOCK
I 3.1	Process Order
I 3.2	Follow up Order

WRRI.4A	BUY MERCHANDISE
I 4.1	Analyse Market
I 4.2	Plan Product Range
I 4.3	Establish Supplier Relations
I 4.4	Negotiate Supply of Goods
I 4.5	Monitor Quality Control
I 4.6	Introduce Product Range
I 4.7	Maximise Profit
I 4.8	Rationalise Stock

LOSS PREVENTION

WRRLP.1A	APPLY SAFE WORKING PRACTICES
LP 1.1	Observe Basic Safety Procedures
LP 1.2	Observe Emergency Procedures

WRRLP.2A	MINIMISE THEFT
LP 2.1	Apply Routine Store Security
LP 2.2	Minimise Theft

WRRLP.3A	MAINTAIN STORE SAFETY
LP 3.1	Inform Team Members
LP 3.2	Involve Team Members
LP 3.3	Monitor and Maintain a Safe Working Environment
LP 3.4	Implement Emergency Procedures
LP 3.5	Identify Need for Occupational Health and Safety Training
LP 3.6	Maintain Occupational Health and Safety Records

WRRLP.4A	MAINTAIN STORE SECURITY
LP 4.1	Monitor and Maintain Store Security

WRRLP.5A	APPLY STORE SECURITY SYSTEMS AND PROCEDURES
LP.5.1	Maintain Store Security Systems
LP.5.2	Deal With Potentially Unsecured Situations
LP.5.3	Detect and Apprehend Thieves
LP.5.4	Apply Post Apprehension Procedures

Note: Unit LP.5 is a Specialist Skill Area.

EMPLOYEE RELATIONS

WRRER.1A	WORK EFFECTIVELY IN A RETAIL ENVIRONMENT
ER 1.1	Act Responsibly
ER 1.2	Act in a Non-Discriminatory Manner
ER 1.3	Identify the Award/Agreement

WRRER.2A	CO-ORDINATE WORK TEAMS
ER 2.1	Monitor and Organise Staffing Levels
ER 2.2	Inform Team Members
ER 2.3	Coach on the Job
ER 2.4	Motivate the Team
ER 2.5	Maintain Staffing Records

WRRER.3A	MAINTAIN EMPLOYEE RELATIONS
ER 3.1	Identify the Awards/Agreements
ER 3.2	Identify and Minimise Potential Industrial Problems
ER 3.3	Implement Dispute Settlement Procedures

WRRER.4A	IMPLEMENT STAFF TRAINING
ER 4.1	Confirm the Need for Training
ER 4.2	Plan and Document Training
ER 4.3	Arrange Location and Resources
ER 4.4	Notify Trainees
ER 4.5	Prepare Trainees
ER 4.6	Instruct Trainees
ER 4.7	Provide Opportunities
ER 4.8	Confirm Trainee has Reached Required Standard of Performance
ER 4.9	Evaluate Training
ER 4.10	Record Training
ER 4.11	Provide Information on Training

WRRER.5A	ASSESS WORKPLACE COMPETENCIES
ER 5.1	Identify and Explain Assessment Context
ER 5.2	Plan Evidence Gathering Opportunities
ER 5.3	Organise Assessment
ER 5.4	Gather Evidence
ER 5.5	Make the Assessment Decision
ER 5.6	Record Assessment Results
ER 5.7	Provide Feedback to Person(s) Being Assessed
ER 5.8	Report on the Conduct of the Assessment

CLERICAL/ADMINISTRATION

WRRCA.1A	OPERATE RETAIL EQUIPMENT
CA 1.1	Maintain Retail Equipment
CA 1.2	Apply Keyboard Skills
CA 1.3	Operate Data Entry Equipment

WRRCA.2A	APPLY RETAIL OFFICE PROCEDURES
CA 2.1	Process Incoming and Outgoing Mail
CA 2.2	Process Bulk Mail
CA 2.3	Operate Office Equipment
CA 2.4	File and Retrieve Documents
CA 2.5	Establish Contact with Internal and External Customers
CA 2.6	Prepare Simple Correspondence

WRRCA.3A	APPLY RETAIL OFFICE KEYBOARD SKILLS
CA 3.1	Open File
CA 3.2	Edit Information
CA 3.3	Exit File
CA 3.4	Produce Document From Written Text

WRRCA.4A	CO-ORDINATE RETAIL OFFICE
CA 4.1	Maintain Office Procedures
CA 4.2	Process Data in Response to Information Requests
CA 4.3	Compose Reports/Correspondence
CA 4.4	Maintain Existing Recording and Filing Systems
CA 4.5	Maintain Computer Storage Media
CA 4.6	Maintain Computer Filing System

WRRCA.5A	OPERATE RETAIL INFORMATION TECHNOLOGY SYSTEMS
CA.5.1	Use Store Information technology System
CA.5.2	Edit/Update Information
CA.5.3	Solve Problems

Note: Unit WRRCA.5A is a Specialist Skill Area.

FINANCE

WRRF.1A	BALANCE REGISTER/TERMINAL
F 1.1	Remove Takings from Register/Terminal
F 1.2	Reconcile Takings

WRRF.2A	PERFORM RETAIL FINANCE DUTIES
F 2.1	Process Petty Cash Transactions
F 2.2	Prepare Banking Documents
F 2.3	Process Non-Cash Transactions
F 2.4	Reconcile Invoices for Payment to Creditors
F 2.5	Prepare Invoices for Debtors

WRRF.3A	PRODUCE FINANCIAL REPORTS
F 3.1	Enter Payment Summaries into Journals
F 3.2	Reconcile Accounts to Balance
F 3.3	Prepare Bank Reconciliations
F 3.4	Receive and Document Payments/Takings
F 3.5	Dispatch Statements to Debtors and Follow up Outstanding Accounts
F 3.6	Dispatch Payments to Creditors
F 3.7	Prepare Financial Reports

WRRF.4A	PREPARE PAYROLL
F 4.1	Prepare Payroll Data
F 4.2	Process Payment of Wages and Salaries
F 4.3	Administer Salary and Wages Records

1.2 KEY MANAGEMENT SKILL AREAS

OPERATIONS

WRRO.1A MANAGE MERCHANDISE AND STORE PRESENTATION

O 1.1 Manage Store Merchandising
O 1.2 Plan and Manage Store Advertising and Promotions
O 1.3 Manage Store Pricing Policies
O 1.4 Manage Housekeeping

WRRO.2A MANAGE SALES AND SERVICE DELIVERY

O 2.1 Maintain and Improve Operations
O 2.2 Negotiate Supply of Goods
O 2.3 Establish Customer Requirements
O 2.4 Provide Productive Work Environment

WRRO.3A PROVIDE A SAFE WORKING ENVIRONMENT

O 3.1 Develop Policies to Establish and Maintain a Safe Working Environment
O 3.2 Consult with Staff
O 3.3 Establish and Maintain a Safe Working Environment
O 3.4 Assess Risks
O 3.5 Control Risks
O 3.6 Establish and Maintain Policies to Deal with Hazardous Events
O 3.7 Train Staff
O 3.8 Establish and Maintain Record System
O 3.9 Evaluate Policies and Procedures

WRRO.4A CONTROL STORE SECURITY/LOSS

O 4.1 Control Store Security

WRRO.5A CONTROL INVENTORY

O 5.1 Manage, Receipt, Dispatch and Storage of Merchandise
O 5.2 Manage Stock Control

WRRO.6A MANAGE STORE FACILITIES

O 6.1 Manage Store Maintenance Program
O 6.2 Manage Retail Equipment Maintenance
O 6.3 Negotiate Maintenance Contracts
O 6.4 Identify Facilities/Space Requirements

INFORMATION

WRRINF.1A   ANALYSE AND COMMUNICATE INFORMATION

INF 1.1   Review External Operating Environment
INF 1.2   Identify and Evaluate Competitors
INF 1.3   Assess Internal Strengths
INF 1.4   Forecast Trends and Developments
INF 1.5   Recommend and Implement Improvements
INF 1.6   Respond to Change
INF 1.7   Communicate Internally and Externally

PEOPLE MANAGEMENT

WRRPM.1A   ADMINISTER HUMAN RESOURCES POLICY

PM 1.1   Implement Staffing Levels
PM 1.2   Monitor Staff Performance
PM 1.3   Identify and Minimise Potential Industrial Relations Problems
PM 1.4   Develop and Implement Training Plans

WRRPM.2A   RECRUIT AND SELECT PERSONNEL

PM 2.1   Define Future Personnel Requirements
PM 2.2   Determine Job Specifications
PM 2.3   Recruit Staff
PM 2.4   Assess and Select Applicants

WRRPM.3A   LEAD AND MANAGE PEOPLE

PM 3.1   Lead the Team
PM 3.2   Lead by Example
PM 3.3   Develop and Communicate Team Objectives
PM 3.4   Establish, Develop and Improve Teams
PM 3.5   Develop Self
PM 3.6   Delegate Responsibility and Authority
PM 3.7   Consult with Team
PM 3.8   Support the Team

PLANNING

WRRPL.1A   MANAGE FINANCIAL RESOURCES

PL 1.1   Control Costs
PL 1.2   Control Budget
PL 1.3   Propose Expenditure
PL 1.4   Maintain Store Accounting Systems
PL 1.5   Prepare Store Sales Budgets
PL 1.6   Negotiate Budgets

WRRPL.2A   SET STRATEGIC PLANS

PL 2.1   Communicate and Implement Mission Statement
PL 2.2   Set Objectives and Targets
PL 2.3   Develop Action Plans

WRRPL.3A   INITIATE AND IMPLEMENT CHANGE

   PL 3.1   Identify Opportunities for Increased Sales and Services
   PL 3.2   Evaluate Changes
   PL 3.3   Negotiate Change
   PL 3.4   Implement and Evaluate Change

1.3 SPECIALIST SKILL AREAS

FOOD AND LIQUOR

WRRLP.6B   APPLY RETAIL FOOD SAFETY PRACTICES

   LP 6.1   Apply Personal Hygiene and Sanitation
   LP 6.2   Identify Food Safety Plan/Program
   LP 6.3   Handle Product Hygienically
   LP 6.4   Clean Work Area and Equipment
   LP 6.5   Monitor Food Safety
   LP 6.6   Contribute to Continuous Improvement

WRRLP.7B   MONITOR FOOD SAFETY PROGRAM

   LP 7.1   Monitor Implementation of the Food Safety Plan/Program
   LP 7.2   Respond to Occurrences of Non-Compliance
   LP 7.3   Contribute to Continuous Improvement

WRRFS.1A   ADVISE ON FRESH FOOD PRODUCTS AND SERVICES

   FS 1.1   Identify Product Range and Develop Product Knowledge
   FS 1.2   Recommend Fresh Food Products
   FS 1.3   Advise on Fresh Food Services

WRRFM.1A   MERCHANDISE FRESH FOOD PRODUCTS

   FS 1.1   Prepare Fresh Food Stock
   FS 1.2   Place and Arrange Fresh Food Stock
   FS 1.3   Prepare Display Labels and Tickets
   FS 1.4   Maintain Fresh Food Displays
   FS 1.5   Protect Fresh Food Stock

WRRFS.2A   ADVISE ON MEAT PRODUCTS

   FS 2.1   Develop Product Knowledge
   FS 2.2   Identify Meat Products
   FS 2.3   Recommend Meat Products
   FS 2.4   Advise on Meat Services

WRRFM.2A   PACK AND DISPLAY MEAT PRODUCTS

   FM 2.1   Prepare Meat Products
   FM 2.2   Wrap and Package Meat Products
   FM 2.3   Lay Out Products
   FM 2.4   Prepare Display Labels/Tickets
   FM 2.5   Place, Arrange and Display Price Tickets and Labels
   FM 2.6   Maintain Meat Displays
   FM 2.7   Protect Meat Products

WRRFS.3A	ADVISE ON FAST FOOD PRODUCTS
FS 3.1	Identify Product Range and Develop Product Knowledge
FS 3.2	Recommend Fast Food Products
FS 3.3	Advise on Fast Food Services

WRRFM.3A	PREPARE AND DISPLAY FAST FOOD ITEMS
FM 3.1	Prepare Fast Food Items
FM 3.2	Present Food/Menu Items
FM 3.3	Prepare Display Labels/Tickets
FM 3.4	Place, Arrange and Display Price Tickets and Labels
FM 3.5	Maintain Food Displays
FM 3.6	Protect Food/Menu Items

WRRFS.4A	RECOMMEND LIQUOR PRODUCTS
FS 4.1	Research Store Liquor Range
FS 4.2	Recommend Liquor Products
FS 4.3	Adhere to Liquor Licensing Requirements

WRRFS.5A	ADVISE ON BAKERY PRODUCTS
FS 5.1	Develop Product Knowledge
FS 5.2	Identify Bakery Products
FS 5.3	Recommend Bakery Products
FS 5.4	Advise on Bakery Services

WRRFM.5A	PREPARE AND DISPLAY BAKERY PRODUCTS
FM 5.1	Prepare Bakery Products
FM 5.2	Place and Arrange Bakery Products
FM 5.3	Prepare Display Labels/Tickets
FM 5.4	Place, Arrange and Display Price Tickets and Labels
FM 5.5	Maintain Bakery Product Displays
FM 5.6	Protect Bakery Products

WRRFS.6A	ADVISE ON SEAFOOD PRODUCTS
FS 6.1	Develop Product Knowledge
FS 6.2	Identify Seafood Products
FS 6.3	Recommend Seafood Products

WRRFM.6A	PREPARE AND DISPLAY FRESH, FROZEN AND LIVE SEAFOOD PRODUCTS
FM 6.1	Prepare Seafood Products
FM 6.2	Set up and Maintain Seafood Product Display
FM 6.3	Prepare, Place and Arrange Price Tickets and Labels
FM 6.4	Maintain Seafood Product Displays
FM 6.5	Protect Seafood Products
FM 6.6	Pack Up and Clean Display Area

WRRSS.16A	RECOMMEND HEALTH AND NUTRITIONAL PRODUCTS
SS 16.1	Research and Develop Product Knowledge
SS 16.2	Identify Health and Nutrition Products
SS 16.3	Recommend Health and Nutrition Products
SS 16.4	Advise on Health and Nutrition Services

PERSONAL PRODUCTS

WRRSS.1A	RECOMMEND AND FIT CLOTHING AND ACCESSORIES
SS 1.1	Research Store Clothing Range
SS 1.2	Recommend Customer Wardrobing
SS 1.3	Measure and Fit Clothes
SS 1.4	Advise on and Arrange Clothing Alterations Service

WRRSS.2A	RECOMMEND AND FIT FOOTWEAR PRODUCTS AND SERVICES
SS 2.1	Research Store Footwear Range
SS 2.2	Recommend Footwear Products
SS 2.3	Measure and Fit Footwear Products
SS 2.3	Advise on and Arrange Product Services and Repairs

WRRSS.3A	RECOMMEND JEWELLERY PRODUCTS AND SERVICES
SS 3.1	Research Store Product Range
SS 3.2	Recommend Specialised Jewellery Products
SS 3.3	Advise on Jewellery Product Warranties
SS 3.4	Protect Stock
SS 3.5	Advise on and Arrange Product Services and Repairs

WRRSS.15A	RECOMMEND HAIR/BEAUTY/COSMETICS PRODUCTS
SS 15.1	Research Store Product Range
SS 15.2	Identify Hair/Beauty/Cosmetic Products
SS 15.3	Recommend Hair/Beauty/Cosmetic Products

HOME PRODUCTS

WRRSS.4A	RECOMMEND ELECTRICAL PRODUCTS AND SERVICES
SS 4.1	Research Store Product Range
SS 4.2	Recommend Electrical Products
SS 4.3	Advise on Electrical Product Warranties
SS 4.4	Negotiate Price Payment and Options
SS 4.5	Advise on and Arrange Product Services and Repairs

WRRSS.5A	RECOMMEND FURNITURE PRODUCTS
SS 5.1	Research Store Furniture Product Range
SS 5.2	Recommend Furniture Products
SS 5.3	Advise on Furniture Product Warranties
SS 5.4	Negotiate Price and Payment Options
SS 5.5	Advise on and Arrange Product Services

WRRSS.6A	RECOMMEND FLOOR COVERING PRODUCTS AND SERVICES
SS 6.1	Research Store product Range
SS 6.2	Recommend Floor Covering Products and Services
SS 6.3	Estimate Floor Covering Quantities
SS 6.4	Advise on Floor Covering Product Warranties
SS 6.5	Negotiate Price and Payment Options
SS 6.6	Advise on and Arrange Floor Covering and Laying Service

WRRSS.7A	RECOMMEND HARDWARE PRODUCTS AND SERVICES
SS 7.1	Research Store Product Range
SS 7.2	Recommend Hardware Products, Machinery And Equipment
SS 7.3	Estimate Hardware Quantities
SS 7.4	Advise On Hardware Product Warranties
SS 7.5	Negotiate Price and Payment Options
SS 7.6	Advise on and Arrange Product Services and Repairs

WRRSS.17A	RECOMMEND TODDLER/BABY PRODUCTS
SS 17.1	Research Store Product Range
SS 17.2	Recommend Products
SS 17.3	Advise on Manfacturers' Warranties
SS 17.4	Advise on Product Service and Repairs

WRRSS.18A	RECOMMEND FURNISHINGS/ FABRICS/ MANCHESTER/ HABERDASHERY PRODUCTS AND SERVICES
SS 18.1	Research Store Product Range
SS 18.2	Recommend Soft Furnishings/ Manchester/ Haberdashery Products and Services
SS 18.3	Estimate Quantities and Order Product
SS 18.4	Advise on Product Warranties
SS 18.5	Calculate Price and Payment Options

BUSINESS AND LEISURE PRODUCTS

WRRSS.8A	RECOMMEND CAMERAS, PHOTOGRAPHIC EQUIPMENT & SERVICES
SS 8.1	Research Store Camera and Photographic Product Range
SS 8.2	Recommend Cameras and Photographic Equipment
SS 8.3	Advise on Product Warranties
SS 8.4	Negotiate Price and Payment Options
SS 8.5	Advise on and Arrange Photographic Services and Repairs

WRRSS.9A	RECOMMEND COMPUTER PRODUCTS AND SERVICES
SS 9.1	Research Store Computer Products Range
SS 9.2	Recommend Computer Hardware and Software Products
SS 9.3	Advise on Product Warranties
SS 9.4	Negotiate Price and Payment Options
SS 9.5	Advise on and Arrange Product Service and Repairs

WRRSS.10A   RECOMMEND SPORTING PRODUCTS AND SERVICES

SS 10.1 Research Store Sporting Products Range
SS 10.2 Recommend Sporting Products
SS 10.3 Measure and Fit Sporting Products
SS 10.4 Advise on Manufacturers Warranties
SS 10.5 Advise on and Arrange Sporting Services

WRRSS.11A   RECOMMEND TOY PRODUCTS

SS 11.1 Recommend Store Toy Product Range
SS 11.2 Recommend Toys
SS 11.3 Advise on Manufacturers Warranties
SS 11.4 Advise on Product Service and Repairs

WRRSS.12A   RECOMMEND AND SELL BOOKS AND ADVISE ON READER SERVICES

SS 12.1 Research Store Book Range
SS 12.2 Recommend Books
SS 12.3 Advise on Reader Services

WRRSS.13A   RECOMMEND NEWSAGENCY PRODUCTS AND SERVICES

SS 13.1 Research Newsagency Products Range
SS 13.2 Recommend Newsagency Products
SS 13.3 Advise on and Arrange Newsagency Services
SS 13.4 Process Returns to Publishers

WRRSS.14A   HIRE AND SELL VIDEO PRODUCTS AND SERVICES

SS 14.1 Research Store Product Range
SS 14.2 Recommend Video Products and Accessories
SS 14.3 Advise on Membership
SS 14.4 Apply Store Video Hire and Return Procedures

WRRSS.19A   RECOMMEND MUSIC/AUDIO PRODUCTS AND SERVICES

SS 19.1 Research Store Music/Audio Product Range
SS 19.2 Recommend Music/Audio Equipment
SS 19.3 Advise on Product Warranties
SS 19.4 Negotiate Price and Payment Options
SS 19.5 Advise On and Arrange Music/Audio Services and Repairs

1.4 SUMMARY OF NATIONAL CODES FOR UNITS OF COMPETENCY

NATIONAL CODE	VERSION	CORE SKILL AREAS UNIT TITLES
WRRCS.1	A	Communicate in the Workplace
WRRCS.2	A	Apply Point of Sale Handling Procedures
WRRCS.3	A	Interact with Customers
WRRCS.4	A	Co-ordinate Interaction with Customers
WRRS.1	A	Sell Products and Services
WRRS.2	A	Advise on Products and Services
WRRS.3	A	Co-ordinate Sales Performance
WRRM.1	A	Merchandise Products
WRRM.2	A	Perform Routine Housekeeping Duties
WRRM.3	A	Co-ordinate Merchandising Presentation
WRRM.4	A	Co-ordinate Housekeeping
WRRI.1	A	Perform Stock Control Procedures
WRRI.2	A	Maintain Stock Control
WRRI.3	A	Order Stock
WRRI.4	A	Buy Merchandise
WRRLP.1	A	Apply Safe Working Practices
WRRLP.2	A	Minimise Theft
WRRLP.3	A	Maintain Store Safety
WRRLP.4	A	Maintain Store Security
WRRER.1	A	Work Effectively in a Retail Environment
WRRER.2	A	Co-ordinate Work Teams
WRRER.3	A	Maintain Employee Relations
WRRER.4	A	Implement Staff Training
WRRER.5	A	Assess Workplace Competencies
WRRCA.1	A	Operate Retail Equipment
WRRCA.2	A	Apply Retail Office Procedures
WRRCA.3	A	Apply Retail Office Keyboard Skills
WRRCA.4	A	Co-ordinate Retail Office
WRRF.1	A	Balance Register/Terminal
WRRF.2	A	Perform Retail Finance Duties
WRRF.3	A	Produce Financial Reports
WRRF.4	A	Prepare Payroll

National Code	Version	Key Management Skill Areas Unit Titles
WRRO.1	A	Manage Merchandise and Store Presentation
WRRO.2	A	Manage sales and Service Delivery
WRRO.3	A	Provide a Safe Working Environment
WRRO.4	A	Control Store Security/Loss
WRRO.5	A	Control Inventory
WRRO.6	A	Manage Store Facilities
WRRINF.1	A	Analyse and Communicate Information
WRRPM.1	A	Administer Human Resource Policy
WRRPM.2	A	Recruit and Select Personnel
WRRPM.3	A	Lead and Manage People
WRRPL.1	A	Manage Financial Resources
WRRPL.2	A	Set Strategic Plans
WRRPL.3	A	Initiate and Implement Change

National Code	Version	Specialist Skill Areas Unit Title
WRRLP.6	B	Apply Retail Food Safety Practices
WRRLP.7	B	Monitor Food Safety Plan/Program
WRRFS.1	A	Advise on Fresh Food Products and Services
WRRFM.1	A	Merchandise Fresh Food Products
WRRFS.2	A	Advise on Meat Products
WRRFM.2	A	Pack and Display Meat Products
WRRFS.3	A	Advise on Fast Food Products
WRRFM.3	A	Prepare and Display Fast Food items
WRRFS.4	A	Recommend Liquor Products
WRRFS.5	A	Advise on Bakery Products
WRRFM.5	A	Prepare and Display Bakery Products
WRRFS.6	A	Advise on Seafood Products
WRRFM.6	A	Prepare and Display Fresh, Frozen and Live Seafood Products
WRRSS.1	A	Recommend and Fit Clothing and Accessories
WRRSS.2	A	Recommend and Fit Footwear Products and Services
WRRSS.3	A	Recommend and Jewellery Products and Services
WRRSS.4	A	Recommend Electrical Products and Services
WRRSS.5	A	Recommend Furniture Products
WRRSS.6	A	Recommend Floor Covering Products and Services
WRRSS.7	A	Recommend Hardware Products and Services
WRRSS.8	A	Recommend Cameras, Photographic Equipment and Services
WRRSS.9	A	Recommend Computer Products and Services
WRRSS.10	A	Recommend Sporting Products and Services
WRRSS.11	A	Recommend Toy Products
WRRSS.12	A	Recommend and Sell Books and Advise on Reader Services
WRRSS.13	A	Recommend Newsagency Products and Services
WRRSS.14	A	Hire and Sell Video Products and Services
WRRSS.15	A	Recommend Hair/Beauty/Cosmetics Products
WRRSS.16	A	Recommend Health and Nutritional Products
WRRSS.17	A	Recommend Toddler/Baby Products
WRRSS.18	A	Recommend Furnishings/ Fabrics/ Manchester/ Haberdashery Products and Services
WRRSS.19	A	Recommend Music/Audio Products and Services
WRRLP.5	A	Apply Store Security Systems and Procedures
WRRCA.5	A	Operate Retail Information Technology Systems

WRRS.4	A	Build Relationships with Customers

2.1 CORE COMPETENCIES

The retail industry is large and diverse both in the size and complexity of retail enterprises and in the products and services which it offers in the marketplace. However, a range of common competencies appeared to exist across the industry.

Early in 1995, the National Wholesale, Retail and Personal Services Industry Training Council[1] resolved to undertake a project to identify all core competencies required within the retail industry including:

ν   those used by shop assistants

ν   those which relate to the control of stock (in relation to retail operations, as distinct from distribution centres)

ν   clerical/administrative competencies required in retail businesses

ν   specialist skills, up to and including the equivalent of management skills as required of a regional or area manager in a specialty chain, a store manager in a large independent store, or an assistant store manager in a large store or supermarket.

The Australian National Training Authority (ANTA) provided administration and project funding in 1995. In addition, significant numbers of retail industry personnel made in-kind contributions to the project.

The Directors of National WRAPS forwarded the Project Brief to selected organisations and subsequently appointed Western Melbourne Institute of TAFE, as the project consultants.

The project had a number of aspects which required special consideration:

ν   The retail industry is diverse, therefore the project needed to ensure that the standards identified the broad core required across all sectors, as well as for large and small enterprises.

ν   The brief for these standards did not include owner/operators. Some owner/operator competencies are covered in the Small Business Standards. In the future there may be an opportunity to customise these for the retail industry.

ν   The standards needed to be packaged in a manner which provided for flexibility within the industry, as enterprises may require only some or various combinations of the competencies covered in the standards.

ν   Packaging of the core standards provided for the inclusion of specialist or enterprise competencies, where appropriate, at a particular industry level.

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[1] The National Retail and Wholesale Industry Training Council was recognised as a Competency Standards Body in July 1991. In January 1997, the Council changed its name to National Wholesale, Retail and Personal Services Industry Training Council (National WRAPS). In this document, the new name of the Council is used.

v   The industry was looking to the standards to underpin the development of curriculum and flexible workplace approaches to training and assessment.

Consultation with the retail industry was a major factor in the development of the *National Retail Competency Standards*. In developing these standards, approximately 200 first draft and 300 second draft copies of the standards accompanied by questionnaires, were circulated to industry representatives for comment. Details of contributors are listed in Section 4.

The *National Retail Competency Standards* were endorsed in January 1996 and are current until January 1999.

2.2 SPECIALIST COMPETENCIES

During the consultation which occurred in developing the core competencies, a number of specialist areas emerged which required further development. In 1996, ANTA provided project funding for the development. Western Melbourne Institute of TAFE was contracted as the project consultants.

In early 1996, the Hardware Standards were due for review. As a result of this review, the Hardware Federation of Australia on behalf of the hardware sector, resolved that the Hardware Standards would be incorporated as one of the specialist areas in the *National Retail Competency Standards*.

To continue the process of active and broad consultation, all state Retail Traders Associations and the WRAPS Industry Training Advisory Boards (ITABs) were asked to provide nominations for industry consultation. Additional input was also sought and received from other industry bodies in specialist areas, as well as the Australian Services Union, the Shop Distributive and Allied Employees Association and National ITABs with overlapping coverage. The industry associations were extremely supportive both in the supply of mailing lists and in the review of the draft standards

In developing the specialist standards, industry forums were held with expert practitioners from specific sectors of the retail industry. These forums were followed by a second round of consultation/validation via mailouts and surveys. Some 642 copies of the second draft standards were circulated.

As well as these replies, extensive additional practical input has been received from:
- Woolworths (National and State Offices)
- Coles Supermarkets
- Liquorland
- Australian Liquor Markets
- Davids Distribution
- McDonalds Australia
- Food Service Group Australia
- Jardines (Pizza Hut)

- De Beer's Diamond Promotion Service
- Betta Electrical
- Carpet Industry of Australia
- Barry's Hardware Australia
- The Hardware Federation of Australia
- The Booksellers Association
- The Victorian Association of Newsagents
- Furniture Training Australia
- Jewellers Association of Australia

The above companies and associations were also involved in the focus groups. Their ongoing advice and assistance has been invaluable in the development of particular specialist areas. Details of contributors are listed in Section 4.

Suggestions from the questionnaires and other feedback is reflected in the final draft of the competencies.

National WRAPS has continued to consolidate information on specialist areas following the implementation of the National Retail Training Package. In 1999, a second round of consultation was conducted which resulted in the development of an additional ten units of competency, and the revision of two existing units of competency.

The *National Retail Competency Standards* now include some seventy units of competency which have been developed in the following areas:

- Core   32 units
- Management   13 units
- Food and Liquor   14 units
- Personal Products   4 units
- Home Products   6 units
- Business and Leisure Products   8 units
- Advanced Functions   3 units

2.3 REVISED EVIDENCE GUIDES

In 1997, the Federal Government introduced the *New Apprenticeship System*, a streamlined approach to training implemented through Training Packages. Industry competency standards became the benchmark for Training Packages. Under this concept, training organisations based their training programs on an industry Training Package, so it was no longer essential to use accredited curricula. Consequently it became crucial that industry competency standards had very clear guidance provided in the evidence guides on how competent performance is determined.

As the *National Retail Competency Standards* were developed before the new 'standards best practice format' was introduced, the evidence guides needed to be rewritten in this format which makes it easier to assess competency and ensures that the standards are accurately interpreted.

In July 1997, ANTA provided project funding to National WRAPS to rewrite the evidence guides in the best practice format and to incorporate the Assessment Guidelines developed under the Training Package. The units of competency, the elements and range of variables were not under review.

As a result the new evidence guides for each unit of competency now include:
v   critical aspects of evidence
v   underpinning knowledge and skills
v   key competencies
v   method and context of assessment, including a sample unit assessment
v   interdependent assessment of units, including a sample integrated competency assessment
v   resource implications

The development work was carried out by Western Melbourne Institute of TAFE and National WRAPS. The first draft was reviewed by focus groups of retailers held in 4 states. The final draft was then distributed for validation to the focus group members, the WRAPS Network and training organisations involved in the pilot of the Certificate II in Retail Operations. Details of contributors are listed in Section 4.

SECTION 3: PROJECT METHODOLOGY

3.1 FOR THE DEVELOPMENT OF THE CORE STANDARDS

End of April 1995	**Project Establishment**	ᵛ Met with National Industry Reference Group (NIRG). ᵛ Established contact with SCC*. ᵛ Contacted National WRAPS and State and Territory ITABs.
Mid June 1995	**Literature Search Desk-Top Analysis Draft Retail Competency Framework**	ᵛ Reviewed existing national, overseas and across industries standards and other relevant documentation. ᵛ Held National Industry Workshop. ᵛ Carried out desk-top analysis. ᵛ Presented draft framework and survey instruments to NIRG.
Early June 1995	**Develop First Draft of Competency Standards**	ᵛ Developed draft competency standards. ᵛ Developed and trialled draft instruments for focus groups and structured interviews. ᵛ Presented first draft standards and validation instruments to NIRG for amendment.
Early August 1995	**First Round Consultation Amendment of Standards**	ᵛ Conducted focus group meetings across Australia. ᵛ Conducted structured interviews. ᵛ Presented report and proposed amendments to NIRG for ratification. ᵛ Developed, trialled and presented second survey instrument to NIRG
Mid October 1995	**Second Round Validation Amendment of Standards**	ᵛ Surveyed cross-section of industry regarding draft standards. ᵛ Presented results and subsequent amendments to NIRG.
Late November 1995	**Develop Final Standards Documentation**	ᵛ Re-drafted final standards document. ᵛ Aligned with AQF ᵛ Final document ratified by National WRAPS

*Consultation with the ANTA Standards and Curriculum Council occurred throughout the project.

3.2 FOR THE DEVELOPMENT OF THE SPECIALIST STANDARDS

End July 1996	**Review and Analysis of Existing Competencies in Related Areas**	ᵛ Conducted functional analysis of competencies in sector specialist reference groups. ᵛ Developed first draft standards.
Early September 1996	**Validation Process**	ᵛ First draft validated by sector specialist group members. ᵛ First draft considered by NIRG and amendments made. ᵛ Second draft validated by wider industry mail out and questionnaire ᵛ Second draft considered by NIRG and amendments made based on outcomes of validation process.
Mid October 1996	**Final Draft**	ᵛ Final draft provided for National WRAPS members, AVTS Retail consortia and State/Territories ITABs
End November 1996	**Preparation of Submission**	ᵛ Submission prepared for ANTA National Training Framework Committee* in conjunction with first part of specialist standards development.

In mid July 1996, the ANTA Standards and Curriculum Council was disbanded and replaced by the ANTA National Training Framework Committee (NTFC). Consultation occurred with this body throughout the project.

3.3 FOR THE DEVELOPMENT OF THE SPECIALIST STANDARDS (STAGE 2)

January 1999

Review and Analysis of Existing Competencies in Related Areas

ᵛ Conducted functional analysis of competencies by sector specialist reference groups.
ᵛ Working Papers Developed

March – April 1999

First Draft Validation Process

ᵛ Working Papers considered by industry Focus Groups.
ᵛ First Draft developed and considered by Focus Group members and State / territory WRAPS Network and amended.

April 1999

Second Draft Validation Process

ᵛ Second Draft developed, considered by wider industry mail out and questionnaire and amended.

May – June 1999

Third Draft Validation Process

ᵛ Third draft developed and considered by State / Territory WRAPS network and wider industry group.

June 1999

Final Draft

ᵛ Final draft developed and provided for National WRAPS members and State / Territory ITB's

June - July 1999

Preparation of Submission

ᵛ Submission prepared for ANTA.

3.4 FOR THE DEVELOPMENT OF THE NEW EVIDENCE GUIDES

July 1997	**Evidence Guides Rewritten in Best Practice Format**	ᵛ Core standards rewritten by WMIT ᵛ Specialist standards rewritten by National WRAPS
September 1997	**First Draft Validation Process**	ᵛ First draft reviewed through State/Territory WRAPS Network. ᵛ First draft reviewed by focus groups in 4 states and NIRG ᵛ Amendments made based on consultation process.
November 1997	**Second Draft Validation Process**	ᵛ Second draft distributed to focus group members, WRAPS Network, National WRAPS Board, NIRG and key training organisations for final consultation.
January 1998	**Preparation of Documentation**	ᵛ Final draft submitted to ANTA and prepared for publication with endorsed National Retail Training Package*.

The National Retail Training Package WRR97 was endorsed in October 1997, subject to the rewrite of the evidence guides. Consultation with ANTA occurred throughout the project.

Members of the National Wholesale, Retail and Personal Services Industry Training Council

Joint Chairs and Directors

Ian Blandthorn	Shop Distributive and Allied Employees Association
Bill Healey	Australian Retailers Association

Directors

Roseanne Anderson	Roschele Hair and Beauty Salon (Small Business)
Bruce Bevan	Australian Supermarkets Institute
Deanne Bevan	McDonald's Australia
Graham Bridge	Pharmacy Guild of Australia
Richard Brooks	Hardware Federation of Australia
Wayne Gannon	Hairdressing and Beauty Council of Australia
Jenny Mowatt	Woolworths Supermarkets
Michael O'Sullivan	Australian Services Union
Graham Parnell	National Association of Retail Grocers of Australia
Masele Siatu'u	Coles Myer

National Industry Reference Group

Ian Blandthorn	Shop Distributive and Allied Employees Association
Louise Birnie	Universal Retailers
Linda Salemeh	Australian Services Union
David Shetliffe	Retail Traders Association of South Australia
Jenny Whiffen	National WRAPS

Standards Development Project Teams

Western Melbourne Institute of TAFE - Carol Dickman, Lead Consultant
Western Melbourne Institute of TAFE - Dawn Howard, Project Officer
Centre for Retail and Wholesale Training Australia
Retail Training South Australia
National WRAPS

Acknowledgments

Debbie May	Executive Director, NSW WRAPS Industry Training Council
Greg Fitzpatrick	Executive Director, SA Retail Industry Training Council
Ashley Ward	Executive Director, WRAPS Industry Training Advisory Board, QLD
Barbara Hawkins	Executive Director, WRAPS Industry Training Board, Victoria
Norma Roberts	Executive Director, WRAPS Industry Training Council of WA
Craig O'Halloran	Executive Director, Retail & Business Services Training NT
Amal Provan	Executive Director, Tasmanian WRAPS Industry Training Advisory Board
Janette James	Executive Director, WRAPS Industry Training Board, ACT

4.1 TO THE DEVELOPMENT OF THE CORE STANDARDS

The following people contributed to industry forums for the development of the Core Competency Standards - 1995

National Industry Workshop - Sydney

Mr Mark Paterson
RCA

Ms Louise Birnie
Universal Retailers

Mr Frank McManus
McDonald's Australia

Ms Lin Turnbull
David Jones

Ms Cora Ann Kobus
Myer Stores

Mr Rod Barker
John Martins

Mr Alan Randell-Smith
Alan Randell-Smith Florist

Mr Keith Harvey
Australian Services Union

Ms Lesley Vick
Suzanne Grae

Mr Steve Young
Woolworths Supermarkets

Ms Isabel Lozzo
Coles Supermarkets

Ms Anita Cuevas
Sportsgirl

Ms Jennifer Werner
Coles Myer

Ms Marissa Rinius
Fosseys

Mr Richard Brooks
Hardware Federation of Victoria

Mr Ray Hince
Liquorland

Ms Julie Brady
Target

Mr Andrew Fithall
Coles Supermarkets

Mr Tony Lennie
David Jones

Mr Jim Hassan
Davids

Ms Therese Bryant
SDA

Mr Phil Ainsworth
Woolworths

Ms Kirsty Kee
Small Business Trainer

Ms Gwen Moroney
Retailers Association of QLD

Ms Christine Gillard
Target

Ms Jenny Stead
Kingsley's Chicken

Ms Jenny Whiffen
NRWITC

Ms Felicity Simmons
Standards & Curriculum Council

Focus Group - Hobart

Mr Mark Davidson
Bridges Bros - Compleat Angler

Mr David Smith
Coles

Mr Avner Nahmani
Purity Retail College

Mr Patrick Noonan
SDA

Mr Thom Lloyd
G P Fitzgerald & Co

Mr Andrew Jones
Chickenfeed Liquidators

Mr David Rowbottom
Purity Retail College

Ms Helen Courlay
Capri Body Fashions

Mr Andrew Grubb
Australian Services Union

Mr John Fardon
Bargain Box Fabrics

Mr David Barnes
Coogan & Co

Mr Michael Smith
Staff Run Business Consulting

Mr Jim McLeod
Willson Training Centre

Mr Tim Ritchie
Tasmanian RITC

Focus Group - Melbourne

Ms Alison Watson
Myer Stores

Ms Yamini Neidu
Fosseys

Ms Liz Dean
DEET

Ms Debra Templar
Retail Traders Association
of Victoria

Ms Kathy Sperling
Target Australia

Mr Richard Brooks
Hardware Association of
Victoria

Mr Ian Blandthorn
SDA

Mr Mark Clarke
SDA

Ms Barbara Hawkins
VIC WRAPS

Mr Alan Randell-Smith
Alan Randell-Smith Florist

Focus Group - Perth

Mr Bill Johnston
SDA

Ms Rosemary Ledder
Woolworths

Ms Alison Reichard
Target

Mr Len Rathmann
WA Retail Associations

Dr John Crouch
WA RWI&ETC

Mr Peter Manucci
Woolworths

Mr Ray Hince
Liquorland

Mr Tony Brown
Thompsons Frock Shop

Focus Group - Adelaide

Mr David Shetliffe
Retail Traders Association
of SA

Ms Jenny Christie
Retail Training SA

Ms Anita Cuevas
Sportsgirl

Ms Paula Hubert
SDA

Mr Greg Fitzpatrick
SA Retail ITC

Mr Rod Barker
John Martins

Ms Isobel Lozzo
Coles Supermarkets

Focus Group - Sydney

Ms Yvonne Anderson
Hardware Association of
NSW

Mr Steve Young
Woolworths Supermarkets

Ms Sandra Niblett
Retail Traders Association
of NSW

Ms Elaine Jackson
NSW WRAPS

Ms Dianne Gow
Centre for Retail &
Wholesale Training
Australia

Mr Phil Bennett
Industry Specialist TAFE

Ms Vivienne Skene
Pharmacy Guild of
Australia

Mr Grant Clarke
Woolworths Supermarkets

Mr John Cooksey
Pepsi Restaurant
International

Mr Gary Watkins
Retail Traders Association
of NSW

Mr Dino Angelini
Centre for Retail &
Wholesale Training
Australia

Ms Winsome Mumford
Centre for Retail &
Wholesale Training
Australia

Mr Bill Healey
Centre for Retail &
Wholesale Training
Australia

Focus Group - Brisbane

Ms Therese Mullins
SDA

Mr Rick Davis
VOX Retail

Ms Kirsty Kee
Retailers Association of
QLD

Mr Ashley Ward
WRAPS QLD

Ms Suzie George
Woolworths

Ms Ruth Watson
Sunshine Plaza Retail
Skills Centre

Mr Ian Baldock
QLD Retail Traders &
Shopkeepers Association

Mr Chris Hoey
Hardware Association of
QLD

Ms Drena Strange
Retailers Association of
QLD

Ms Liz Stanton
Southbank Institute of
TAFE

Ms Ann-Maria Butler
Myer Stores

Ms Judith Himstedt
Pharmacy Guild of
Australia (QLD)

Mr Brett Parker
WRAPS QLD

Ms Olgo Nikulin
Open Learning Institute of
TAFE

Ms Kath Mallett
Southbank Institute of
TAFE

Focus Group - Darwin

Ms Karyn Kilmartin
SDA

Mr Des Rogers
Pertame Mini Mart

Mr Craig O'Halloran
NT Retail Industry
Training Council

Mr Wayne Carmody
Red Rooster

Mr Colin Mohoney
Cecil Bros

Mr Bruce Penman
Piggly Wiggly
Supermarket

Mr Mark Rae
NT Retail Industry
Training Council

Focus Group - Canberra

Ms Anne Kenney
Recon Furniture Sales
Iken Commercial Interiors

Mr John Fowlie
Allens Stores

Ms Diane Carr
Retail Skills Centre

Ms Lissa Meggs
Tourism & Hospitality

Ms Joanne Leigh
Woden Plaza Management

Mr Howard Duffy
Bells Dry Cleaners

Mr Pat Siciliano
Scout Outdoor Centre

Ms Felicity Simmons
Standards & Curriculum
Council

Ms Christine Wilson
Regional Group Training

Ms Janette James
WRAPS ACT

Management Competencies Focus Group - National

Mr Ian Blandthorn
SDA

Mr David Shetliffe
Retail Traders Association
of SA

Mr Rafik Mankarious
McDonald's Australia

Ms Louise Birnie
Universal Retailers

Mr Wayne Gannon
Hairdressing and Beauty
Council of Australia

Mr Hugh Armstrong
Australian Services Union

Mr Graham Parnell
National Association of
Retail Grocers of Australia

Ms Jennifer Werner
Coles Myer

Ms Elaine Jackson
NSW RWITC

Shop Assistants Focus Group - Melbourne

Ms Michelle Laragy
Myer

Ms Faye Winter
McEwans

Ms Pamela Walsh
Target - Reservoir

Ms Lisa Raucci
K mart - Northland

Ms Anna Cukierman
Daimaru - Melbourne

Ms Jann Moore
Safeway - Toorak

Mr Maurice Cherry
Target - Wantirna South

Ms Lauretta Ramadge
Safeway - East Doncaster

Ms Josie Merlino
K mart - Box Hill

Ms Lorraine Watson
Myer - Northland

Ms Ada Scibillia
Myer - Melbourne

Mr Clyde Bennett
Coles - Burwood

Mr Mark Clarke
SDA

Ms Therese Bryant
SDA

Mr Michael Donovan
SDA

Shop Assistants Focus Group - Sydney

Mr Barry Hawkins
BBC - Ashfield

Mr Des Unwin
Pizza Hut - Wentworthville

Mr Luke Robinson
Coles - Manly Vale

Mr Peter Davey
Woolworths - Crows Nest

Mrs Carole Felsch
Franklins - Mt Druitt

Mrs Robyn Stevens
K mart - Pagewood

Mrs Virginia Dimmock
BBC - Penrith

Mr Craig Delamotte
Pizza Hut - Pitt St

Mr James White
Dulux - Rosebery

Mr Keigh Melit
David Jones - Manly

Mrs Elaine Whalan
K mart - Bankstown

Mr Martin Lacis
Pizza Hut - Sans Souci

Mr Simon Handfield
K Mart - Parramatta

Mr Jeffrey Tee
David Jones - Bondi

Mr Alick Saxby
FFL - Fairfield Heights

Mrs Ann Johnson
Woolworths - Seven Hills

Mrs Anita Heath
Woolworths - Warilla

Mr John Ferman
David Jones - Wollongong

Mrs Judy Sharkey
Grace Bros - City

Mrs Marie Murphy
Coles Supermarket - Shellharbour

Miss Maria Scazzariello
Pizza Hut - Warrawong

Mr Ian Shapcott
Franklins

Mr John De Bruyn
SDA

Mr Peter Field
SDA

Ms Caroline Tran
SDA

4.2 TO THE DEVELOPMENT OF THE SPECIALIST STANDARDS

The following people contributed to industry forums for the development of the Specialist Standards - 1996

Food - Victoria

PRODUCE

Ms Allison Dorrington
Woolworths

Mr Michael Fahey
Coles Supermarkets

Ms Adele Gannon
Retail Traders Association

Mr Ron Hee
Safeway

Mr Terry Hoskin
Bi-Lo

Mr Jerry Scott
Tuckerbag

DELI

Ms Jenny Lovegrove
Franklins

Mr John Makriss
Tuckerbag

Mr Tony De Thomasis
Safeway

LIQUOR

Mr Bob Beattie
Safeway

Mr Mark Clarke
SDA

Ms Allison Dorrington
Woolworths

Ms Angie Joson
Hawthorn Cellars & Olsen Wines

Mr Russell Mills
Tuckerbag

Mr Philip Murphy
Philip Murphy Wines & Spirits

Mr Terry Pacini
The Liquor Cabinet

Mr Ross Raven
Franklins

MEAT

Mr Peter Barratt
Safeway

Ms Allison Dorrington
Woolworths

Mr Adrian Lipscombe
Tenderfresh Meats

Mr Allan Neilson
Tuckerbag

FAST FOOD

Ms Therese Bryant
SDA

Mr Grant Deckert
Jardine's

Ms Lies Draude
Jardine's

Ms Keryn Jensen
McDonalds

Mr John McHugh
Spotless Services Australia

Ms Judy Salthouse
Food Services Group

BAKERY

Ms Irene Blanas
Coles Supermarkets

Ms Allison Dorrington
Woolworths

Ms Adele Gannon
Retail Traders Association

Mr Barry Stevenson
Safeway

Footwear - NSW

Ms Joanne Adler
Stephen Adler Shoes

Mr Nick Alexeef
Aquila

Ms Marta Baki
GC's

Ms Annette Crawford
Footrest Shoes

Mr Dean Crozier
Florsheim Shoes Shop

Ms Leanne Nizeti
Wanted Shoes

Ms Jocelyn Scott
Wanted Shoes

Mr Jahn Turnayan
Mathers for Shoes

Mr Andrew Woodhill
Sacopelle

Clothing - NSW

Ms Natalie Action
Fashion Warehouse

Mr Richard East
Lowes Manhattan Menswear

Mr Lewin George
Double Bay Clothing

Ms Angela Greatback
Jigsaw

Ms Joyce Hughes
Meredith Group

Mr Daryl Mather
Country Road

Ms Sandra Niblett
Retail Group Training &
Employment

Ms Catherine O'Donnell
Centre for Retail & Wholesale
Training Australia

Ms Lesley Vick
Suzanne Grae

Security/Loss Prevention - SA

Mr Gavin Barrett
K mart Australia

Mr David Coombs
Woolworths (SA)

Mr Tim Donovan
John Martin Retailers

Mr Graham Field
Adelaide Institute of TAFE

Ms Paula Hubert
SDA (Adelaide)

Insp. Jim Langmead
SA Police

Ms Suzanne O'Neill
Myer Stores

Ms Rita Roberts
National Pharmacies

Ms Annette Shand
Bed, Bath 'N' Table

Mr David Shetliffe
Retail Traders Association

Mr Bill Shiel
Independent Security Services

Mr Ray Taylor
Big W Discount Stores

Ms Maureen Teakle
Barry's Home Improvement

Mr George Tiljak
Coles Myer

Ms Glenda Toohey
K mart Australia

Mr Trevor Wirkus
Ed Harry Menswear

Advanced Selling - SA

Mr Nick Arganese
Liquorland (Aust.)

Ms Jenny Chiabrera
John Martin Retailers

Ms Theresa Cord-Udy
Myer (SA)

Mr Quenton Earle
Central Furnishers

Mr Michael El'Helou
Retail Training SA

Mr Damien Hehir
Myer (SA)

Ms Paula Hubert
SDA

Ms Libby O'Sullivan
Azizza Boutique

Mr Nikita Papas
Myer Grace Bros.

Mr Bill Papas
National Australia Bank

Ms Annette Shand
Bed, Bath "N" Table

Mr David Shetliffe
Retail Traders Association

Ms Maureen Teakle
Barry's Home Improvement
Centre

Mr Malcolm Watson
Copyfac Stationers

Information Technology - Queensland

Mr Kim Christie
Betta Electrical

Mr Peter Sacre
Coles Supermarkets

Ms Karen Tisdell
David Jones

Ms Suzanne Veness-Eatwell
Coles Supermarkets

Mr Brian Winther
Kinneys Shoes

Mr Ian Winterburn
Wallace Bishop Jewellers

Jewellery - NSW

Ms Louise Birnie
Universal Retailers

Mr Tony Brown
Angus & Coote

Ms Nicola Cerrone
House of Cerrone

Ms Linda Davies
Wattle Thompson Aust.

Ms Bev Green
Jewellers Association of Australia

Mr Barry Jackson
Jewellery & Gift Buying Service

Mr Stuart Reid
Stuart Reid

Ms Tracy Trumper
Vivien's Jewellers

Electrical - Queensland

Mr Ian Brown
Betta Electrics

Mr Andrew Bullen
Brashs

Ms Kim Christie
Betta Electrics

Ms Julie Garland
K mart

Mr Ian Haines
K mart

Ms Susan Hames
K mart

Ms Lynne Kavanagh
Myer Stores

Mr Gordon Langstaff
Retravision

Mr Patrick McKendry
Retailers Association of QLD.

Mr Phil Porter
Harvey Norman

Ms Debra Singh
VOX Retail Group

Mr Ashley Ward
WRAPS QLD

Floor Covering Furniture - Queensland

Mr Adrian Burton
Furniture Court

Mr Ross Fanning
Pfeiffer's Furniture & Electrical

Mr David Hill
The Good Homemakers

Mr John Hodges
Apollo Furniture

Mr Alan Lindsell
QLD Furnishing Industry Council

Mr Peter McDermott
The Good Homemakers

Mr Patrick McHendry
Retailers Association of Queensland

Mr Steve Oakland
Furniture Court

Mr Tom Robinson
Captain Snooze

MrGeoff Tait
A-Mart

Ms Karen Tisdall
David Jones

Ms Mary Van Leishou
The Woolstore New Farm

Video Hire - SA

Mr Philip McCarthy
Blockbuster Video

Mr Paul Saines
Blockbuster Video

Mr Colin Shearing
SA Retail Industry Training Council

Mr Tom Tomlinson
Movieland

Computers - SA

Mr Mick Ceravolo
Radio Rentals

Mr Jason Dansie
Dick Smith Electronics

Mr Peter Duncan
Advanced Computers

Mr Steve Nixon
Myer (Adelaide)

Camera Photographic - SA

Mr Graeme Dudfield
James Place Cameras & Video

Mr Arthur Eckerman
Canon Australia

Mr Ron Hope
Teds Camera Store

Mr Maurice Josephs
Minolta Camera Distributors

Mr Denis McCarron
Photographic Wholesalers

Mr Joseph Mezzino
John Martins Retailers

Mr Robert Schaeffer
Harris Scarfe

Mr Alan Whyatt
Downtown Duty Free

Sporting Goods - NSW

Mr Scott Ford
Rebel Sports

Mr Jason Hughes
Paddy Pallin

Mr Justin Kerley
Kangaroo Tent City

Ms Pauline Reynolds
Warrawong Skills Centre

Toys - NSW

Mr Steven Ballard
Big W

Mr Neil Kerry
Big W

Mr Brett Parker
Grace Bros.

Mr Paul Parker
Hobbyco

Newsagents - Victoria

Ms Francis Burke
Canterbury Authorised
Newsagency

Mr Graeme Disney
Disney's of Hampton

Mr Daryl Deddon
Gordon & Gotch

Ms Margaret Guy
Australian Consolidated Press
Newsline

Ms Barbara Hawkins
VICWRAPS

Mr Peter Jordan
Victorian Association of
Newsagents

Mr Charles Killingbeck
Victorian Authorised
Newsagency

Mr Maurie Lovell
Lovell's Shepparton
Newsagency

Mr Ian McCarthy
Penguin Publishers

Mr Bernie McKenzie
"The Age" David Syme & Co

Mr Chris Meakes
Whittlesea Newsagency

Mr Allan Powney
Powney's Authorised
Newsagency

Mr Tony Prowse
The Herald & Weekly Times

Mr Peter Taylor
Glenferrie Authorised
Newsagency

Mr Allan Thompson
Newsagency Council of
Victoria

Mr John Vincent
Diamond Creek Authorised
Newsagency

Ms Louise Vote
Penguin Publishers

Mr Noel Williams
Ledermans Newsagency

Hardware - National

Mr Chris Hoey
HA Queensland

Ms Yvonne Anderson
HA New South Wales

Mr Richard Brooks
HA Victoria

Mr Ian Gunst
Hardware Federation of
Australia

Mr Bevan McDonald
HA South Australia

Mr Reg Nye
HA South Australia

Mr Brian Reynolds
HA Western Australia

Comments were also sought from the following organisations:

- MINTRAC
- National Food Industry Training Council
- Tourism Training Australia
- Telecommunications ITAB
- The Hardware Federation of Australia
- The Retail Traders Association in each state
- State/Territory WRAPS ITABs
- State Newsagents Associations
- The Jewellery Association of Australia
- NOSFAB
- Admin Training Company
- Workplace Trainer and Assessors
- Worksafe Australia
- Hairdressing & Beauty Council of Australia
- Pharmacy Guild of Australia

4.3 TO THE DEVELOPMENT OF THE SPECIALIST STANDARDS - 1999

The following people contributed to industry forums for the development of the Specialist Standards - 1999

**Toddler/Baby
Products
South Australia**

Ms Ngaire Green
KiWi Green Babywear

Ms Filomena Hopkins
Baby Bloomers

Mr Graham Hart
The Pram Doctor

Ms Karen Pearce
Just Kidding

Ms Penny Indinolous
Baby Machine

Ms Linda Gaunt
SA WRAPS

Mr Greg Fitzpatrick
SA WRAPS

**Hair/ Beauty/
Cosmetics Products
South Australia**

Ms Karen Draper
Pharmacy Guild of SA

Ms Rita Roberts
National Pharmacies

Ms Sue Gillespie
Hair and Beauty Industry
Employers Association

Ms Sue Savage
Beauty Connections

Mr Jannelle Harris
Beauty Secrets

Ms Linda Gaunt
SA WRAPS

Mr Greg Fitzpatrick
SA WRAPS

**Build Relationships
with Customers
(Advanced Selling)
New South Wales**

Ms Karen Power
Target NSW

Ms Joanne Newman
Target

Mr Drew Sorrell
Vintage Cellars

Mr Lea Gray
Vintage Cellars

Mr Richard East
Lowes Manhatten

Mr Alex Gerard
Lowes Manhatten

Ms Cheryl Kraft
Dick Smith Electronics

**Health and
Nutritional Products
and Services
Queensland**

Ms Kym Melzer
Healthy Life

Ms Lesley Griffin
Positive Life Store

Ms Fern Coomer
Positive Life Store

Mr Neil Martin
Natural Product
Distribution

Mr Rod Smith
Health Minders

Mr Peter Hattendorff
Bullivants Natural Health
Products

Mr David Devery
Bullivants Natural Health
Products

Ms Michelle De La Haye
Bullivants Natural Health
Products

**Complementary
Health Care Council
(Retail Sub-
Committee)
Canberra**

Mr Greg Jarmain
Go-Vita Five Dock

Ms Carmel Jarmain
Go-Vita Five Dock

Mr Courtney Sheehan
Health and Happiness

Ms Judy Sheehan
Health and Happiness

Mr Trevor Bamford
Health Farm Health Food
Company

Ms Terrey Bell
Healthy Life National
Distributors Pty Ltd

Mr John Perkas
Hollywood Health Foods

Ms Janice Blakeney
The Healthwise Shoppe

Mr Bren Milson
Complementary Health
Care Council

Bakery Products Victoria

Mr Michael Nichols
Bakers Delight Hodings
Pty Ltd

Mr Dougals Browning
Baking Industry
Association of Australia

Mr Graham Dodgshun
Victorian Food Industry
Training Board

Ms Cheryl Downie
Victorian Food Industry
Training Board

Mr Brian O'Callaghan
Wild Holly Home Made
Cakes

Mr Jim Sinnet
Victorian Association of
Bakers

Ms Janine Duggan
Safeway

Ms Lisa White
Safeway

Ms Alison Dorrington
Safeway

Ms Anne Nguyen
Flemington Bakery

Ms Kate Keilar
Coles Supermarkets

Mr Ralph Plarre
Ferguson Plarre Bakehouse

Mr Jim Shepherd
Mt Eliza Bakery

Mrs Barbara Shepherd
Mt Eliza Bakery

Ms Barbara Hawkins
Vic WRAPS ITB

Music/Audio Products and Services Queensland

Mr Saad Boctor
National Music Supplies

Ms Maree Merrett
VOX Retail Group

Mr Scott Mullane
Australian Academy of
Music

Furnishings/Fabrics/ Manchester/ Haberdashery Products and Services South Australia

Ms Debbie Smith
Spotlight Port Adelaide

Ms June Lee
Glynburn Fabrics

Ms Cathie Arnott
Fern Fabrics

Ms Linda Gaunt
SA WRAPS

Mr Greg Fitzpatrick
SA WRAPS

Comments were also sought and obtained from the following organisations:

- National Food Industry Training Council

- Baking Industry Association of Victoria

- Victorian Association of Bakers

- Victorian Food Industry Training Board

- Coles Supermarkets

- Safeway

- Complementary Health Care Council of Australia

- National Seafood Industry Training Board

- State/Territory WRAPS ITABS and their networks

- National Association of Retail Grocers

- Shop, Distributive and Allied Employees Association

4.3 To the Development of the New Evidence Guides

The following people contributed to industry forums for the rewrite of the Evidence Guides - 1997

Focus Group - Melbourne

Ms Kate Martino
Fletcher Jones

Ms Isabella Sanna-Martin
Jeans West

Ms Amanda Basham-Cunnington
Nandos

Ms Kate Keilar
Coles Supermarkets

Mr Michael Kirner
Australia Post

Ms Kathy Moodie
Australia Post

Mr David Elia
Trios

Mr Bill Pettiford
Talkland

Ms Barbara Hawkins
VICWRAPS

Ms Diana Gillies
VICWRAPS

Focus Group - Adelaide

Mr Dean O'Brien
Cecil Bros

Ms Noelene Walsh
Coles Supermarkets

Ms Jan DeVries
Zamels Jewellers

Mr Dennis Nesbitt
Billy Baxters

Ms Sue Gillespie
HBIA

Ms Mary Jane Dwyer
Jobcare

Mr Colin Shearing
SA RITC

Focus Group - Sydney

Mr Barry Hyamson
Woolworths

Mr Christopher Cosier
Suzanne Grae

Ms Loretta Campbell
Katies

Ms Michelle Carbonaro
Target

Ms Katherine Warren
Target

Mr Barry Jackson
Jewellers Association of Australia

Ms Lyn Anderson
Optus Communications

Ms Debbie May
NSW WRAPS

Focus Group - Brisbane

Ms Sally Rolandsen
Coles Supermarkets

Ms Charmaine Rice
Coles Supermarkets

Ms Dale Clarke
Big W

Ms Kristine Gillard
Target

Ms Kristy Callaghan
Target

Mr Dan Pratt
QRTSA

Ms Gwen Moroney
RAQ

Ms Drena Strange
RAQ

Mr Rod Stewart
Woolworths

Mr Brett Parker
WRAPS QLD

Consultation - ACT

Mr Paul Scott
Angus & Coote

Ms Michelle Preston
Precious Jewellers

Mr Greg Wilson
Williams the Shoeman

Mr Elwyn Nash
Magnet Mart

Ms Lorena Miranda
Toys 'R' Us

Mr Bill Griffiths
Best & Less

Ms Heather McMillan
McMillan Staff Development

Mr Andrew Thompson
Woolworths - Calwell

Mr Robert Scarr
Fletcher Jones

Mr Tony Scott
Video 2000

Mr Max Harrison
Prouds

Mr Gerald Frawley
Frawleys

Mr Mark Meddemmen
BBC Hardware

Mr Danny Jones
Can-Do

Mr Rowan Bergin
Canberra Institute of
Technology

Mr Francis Duff
Pizza Hut Restaurant

Ms Jennifer Stead
Kingsley's Chicken

Mr Ian Bourke
Coles

Mr Chris Acres
Perfect Poultry

Consultation - WA

Ms Joy Morrison
Joy Morrison & Associates

Ms Frances Parnell
RTA of WA

Ms Nadine Murray
College of Retail Training

Comments were also sought from the following organisations:

- Western Melbourne Institute of TAFE
- National Food Industry Training Council
- The Hardware Federation of Australia
- Retail Traders Association of NSW
- Admin Training Company
- Hairdressing & Beauty Council of Australia
- Pharmacy Guild of Australia
- Australian Supermarkets Institute
- McDonalds Australia
- Coles Myer
- Woolworths
- National Association of Retail Grocers of Australia
- Shop Distributive & Allied Employees Association
- Retail Training South Australia
- Centre for Retail & Wholesale Training Australia
- State/Territory WRAPS ITABs

5.1 Core Skill Areas

♦ Indicates that there is significant commonality between the retail core skill areas and other endorsed standards.

NATIONAL RETAIL UNITS OF COMPETENCY		Phar-macy	Hard-ware	Hair-dress'g	UK Retail	Office Clerical	Tour-ism	Hospit-ality (Guest Serv's)	National Food Industry	Retail Meat	Ware-house	Tim-ber	OHS	Work-place Trainers	Work-place Assess	Small Bus	UK Mgt
SERVICE																	
WRRCS. 1A	Communicate in the Workplace	υ	υ	υ	υ	υ	υ	υ	υ	υ	υ	υ					
WRRCS. 2A	Apply Point Of Sale Handling Procedures	υ	υ	υ	υ					υ		υ					
WRRCS. 3A	Interact With Customers	υ	υ	υ	υ		υ	υ	υ	υ	υ						
WRRCS. 4A	Co-Ordinate Interaction With Customers	υ	υ	υ	υ		υ	υ	υ								
SELLING																	
WRRS. 1A	Sell Products And Services	υ	υ	υ	υ					υ		υ					
WRRS. 2A	Advise On Products And Services	υ	υ	υ	υ					υ		υ					
WRRS. 3A	Co-Ordinate Sales Performance	υ	υ	υ	υ		υ	υ									
MERCHANDISING																	
WRRM. 1A	Merchandise Products	υ	υ	υ	υ		υ	υ		υ		υ					
WRRM. 2A	Perform Routine Housekeeping Duties	υ	υ	υ	υ					υ	υ						
WRRM. 3A	Co-Ordinate Merchandise Presentation	υ	υ	υ	υ		υ	υ									
WRRM. 4A	Co-Ordinate Housekeeping	υ	υ	υ	υ			υ	υ			υ					

NATIONAL RETAIL UNITS OF COMPETENCY	Phar-macy	Hard-ware	Hair-dress'g	UK Retail	Office Clerical	Tour-ism	Hospit-ality (Guest Serv's)	National Food Industry	Retail Meat	Ware-house	Tim-ber	OHS	Work-place Trainers	Work-place Assess	Small Bus	UK Mgt
INVENTORY																
WRRI. 1A Perform Stock Control Procedures	υ	υ	υ	υ			υ	υ	υ	υ	υ					
WRRI. 2A Maintain Stock Control	υ	υ		υ					υ		υ					
WRRI. 3A Order Stock	υ	υ		υ					υ		υ					
WRRI. 4A Buy Merchandise																
LOSS PREVENTION																
WRRLP. 1A Apply Safe Working Practices	υ	υ	υ	υ	υ	υ	υ	υ	υ	υ	υ	υ				
WRRLP. 2A Minimise Theft	υ	υ		υ			υ	υ	υ	υ	υ					
WRRLP. 3A Maintain Store Safety	υ	υ	υ	υ			υ	υ	υ	υ	υ	υ				
WRRLP. 4A Maintain Store Security	υ	υ		υ			υ	υ	υ	υ	υ					
EMPLOYEE RELATIONS																
WRRER. 1A Work Effectively In A Retail Environment																
WRRER. 2A Co-Ordinate Work Teams	υ	υ		υ			υ	υ		υ	υ					
WRRER. 3A Maintain Employee Relations										υ						
WRRER. 4A Implement Staff Training	υ	υ	υ		υ	υ	υ			υ			υ			
WRRER. 5A Assess Workplace Competencies														υ		

NATIONAL RETAIL UNITS OF COMPETENCY		Phar-macy	Hard-ware	Hair-dress'g	UK Retail	Office Clerical	Tour-ism	Hospit-ality (Guest Serv's)	National Food Industry	Retail Meat	Ware-house	Tim-ber	OHS	Work-place Trainers	Work-place Assess	Small Bus	UK Mgt
CLERICAL/ ADMINISTRATION																	
WRRCA. 1A	Operate Retail Equipment																
WRRCA. 2A	Apply Retail Office Procedures					υ	υ										
WRRCA. 3A	Apply Retail Office Keyboard Skills					υ											
WRRCA. 4A	Co-Ordinate Retail Office					υ	υ	υ									
FINANCE																	
WRRF. 1A	Balance Register/Terminal					υ		υ									
WRRF. 2A	Perform Retail Finance Duties							υ									
WRRF. 3A	Produce Financial Reports					υ	υ	υ									
WRRF. 4A	Prepare Payroll					υ											

5.2 Key Management Skill Areas

♦ Indicates that there is significant commonality between the retail key management skill areas and other endorsed standards.

NATIONAL RETAIL UNITS OF COMPETENCY	Phar-macy	Hard-ware	Hair-dress'g	UK Retail	Office Clerical	Tour-ism	Hospit-ality (Guest Serv's)	National Food Industry	Retail Meat	Ware-house	Tim-ber	OHS	Work-place Trainers	Work-place Assess	Small Bus	UK Mgt
OPERATIONS																
WRRO. 1A Manage Merchandise And Store Presentation		υ		υ												
WRRO. 2A Manage Sales And Service Delivery		υ		υ		υ				υ					υ	υ
WRRO. 3A Provide A Safe Working Environment		υ		υ			υ			υ			υ			υ
WRRO. 4A Control Store Security/Loss		υ		υ			υ			υ						υ
WRRO. 5A Control Inventory		υ		υ			υ			υ						υ
WRRO. 6A Manage Store Facilities		υ	υ				υ			υ						υ
INFORMATION																
WRRINF. 1A Analyse and Communicate Information						υ										υ
PEOPLE MANAGEMENT																
WRRPM. 1A Administer Human Resources Policy							υ			υ					υ	υ
WRRPM. 2A Recruit And Select Personnel							υ			υ						υ
WRRPM. 3A Lead And Manage People							υ			υ						υ
PLANNING																
WRRPL. 1A Manage Financial Resources			υ				υ			υ					υ	υ
WRRPL. 2A Set Strategic Plans			υ				υ								υ	υ

WRRPL. 3A	Initiate And Implement Change															ʊ	ʊ

5.3 Specialist Skill Areas

♦ Indicates that there is significant commonality between the retail specialist skill areas and other endorsed standards.

SPECIALIST SKILL UNITS OF COMPETENCY		National Food Industry	Retail Meat	Hospitality Kitchen	Hospitality Food & Bev	Hospitality Guest Service	Clothing (Manufacture)	Footwear (Manufacture)	Furniture (Manufacture)	Small Business	Seafood
FOOD AND LIQUOR											
WRRLP.6B	Apply Retail Food Safety Practices	ʊ									
WRRLP.7B	Monitor Food Safety Plan/Program	ʊ									
WRRFS.1A	Advise on Fresh Food Products										
WRRFM.1A	Merchandise Fresh Food Products										
WRRFS.2A	Advise on Meat Products		ʊ								
WRRFM.2A	Pack and Display Meat Products		ʊ								
WRRFS.3A	Advise on Fast Food Products										
WRRFM.3A	Prepare and Display Fast Food Items										
WRRFS.4A	Recommend Liquor Products				ʊ	ʊ					
WRRFS.5A	Advise on Bakery Products										
WRRFM.5A	Prepare and Display Bakery Products										
WRRFS.6A	Advise on Seafood Products										ʊ
WRRFM.6A	Prepare and Display Fresh, Frozen and Live Seafood Products										ʊ
WRRSS.16A	Recommend Health and Nutritional Products										

SPECIALIST SKILL UNITS OF COMPETENCY	National Food Industry	Retail Meat	Hospitality Kitchen	Hospitality Food & Bev	Hospitality Guest Service	Clothing (Manufacture)	Footwear (Manufacture)	Furniture (Manufacture)	Small Business
PERSONAL PRODUCTS									
WRRSS.1A Recommend and Fit Clothing and Accessories									
WRRSS.2A Recommend and Fit Footwear Products and Services									
WRRSS.3A Recommend Jewellery Products and Services									
WRRSS.15A Recommend Hair/Beauty/Cosmetics Products									
HOME PRODUCTS									
WRRSS.4A Recommend Electrical Products and Services									
WRRSS.5A Recommend Furniture Products									
WRRSS.6A Recommend Floor Covering Products and Services									
WRRSS.7A Recommend Hardware Products and Services									
WRRSS.17A Recommend Toddler/Baby Products									
WRRSS.18A Recommend Furnishings/ Fabrics/ Manchester/ Haberdashery Products and Services									

SPECIALIST SKILL UNITS OF COMPETENCY		National Food Industry	Retail Meat	Hospitality Kitchen	Hospitality Food & Bev	Hospitality Guest Service	Clothing (Manufacture)	Footwear (Manufacture)	Furniture (Manufacture)	Small Business
BUSINESS & LEISURE PRODUCTS										
WRRSS.8A	Recommend Cameras, Photograph Equipment and Services									
WRRSS.9A	Recommend Computer Products and Services									
WRRSS.10A	Recommend Sporting Products and Services									
WRRSS.11A	Recommend Toy Products									
WRRSS.12A	Recommend and Sell Books and Advise on Reader Services									
WRRSS.13A	Recommend Newsagency Products and Services									
WRRSS.14A	Hire and Sell Video Products and Services									
WRRSS.19A	Recommend Music/Audio Products and Services									
ADVANCED FUNCTIONS										
WRRLP.5A	Apply Store Security Systems and Procedures									
WRRCA.5A	Operate Retail Information Technology Systems									
WRRS.4A	Build Relationships with Customers (Advanced Selling)									

NATIONAL
WRAPS

National Wholesale Retail and Personal Services Industry Training Council LTD

Suite 2E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Core Skill Area

Service

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

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SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRCS.1A
Communicate in the Workplace

CS 1.1	Establish Contact with Customers
CS 1.2	Process Information
CS 1.3	Work in a Team
CS 1.4	Maintain Personal Presentation
CS 1.5	Follow Routine Instructions
CS 1.6	Read and Interpret Retail Documents
CS 1.7	Use Numbers in the Workplace

Unit WRRCS.2A
Apply Point of Sale Handling Procedures

CS 2.1	Operate Point of Sale Equipment
CS 2.2	Perform Point of Sale Transactions
CS 2.3	Complete Sales
CS 2.4	Wrap and Pack Goods

Unit WRRCS.3A
Interact with Customers

CS 3.1	Deliver Service to Customers
CS 3.2	Respond to Customer Complaints
CS 3.3	Receive and Process Sales Orders
CS 3.4	Identify Customers' Special Requirements

Unit WRRCS.4A
Co-Ordinate Interaction with Customers

CS 4.1	Implement Customer Service Standards
CS 4.2	Implement Store Policy Regarding Customer Complaints
CS 4.3	Communicate with Management
CS 4.4	Lead Customer Service Team

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	SERVICE UNIT TITLES
WRRCS.1	A	Communicate in the Workplace
WRRCS.2	A	Apply Point of Sale Handling Procedures
WRRCS.3	A	Interact with Customers
WRRCS.4	A	Co-ordinate Interaction with Customers

WRRCS.1A

Communicate in the Workplace

This unit encompasses the competencies required for effective communication with customers and other staff in the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CS.1.1 Establish Contact with Customers	ᵛ Welcoming customer environment maintained. ᵛ Customer greeted warmly according to store procedures. ᵛ Effective service environment created through verbal and non-verbal presentation according to store policy. ᵛ Questioning and active listening used to determine customer needs. ᵛ Confidentiality and tact demonstrated.
CS.1.2 Process Information	ᵛ Telephone answered promptly according to store procedures. ᵛ Questioning and active listening used to identify caller and accurately establish and confirm requirements. ᵛ Telephone system functions used according to instructions. ᵛ Messages or information recorded and passed on promptly. ᵛ Customer informed of any problems and what action is being taken. ᵛ Follow up action taken as necessary.
CS.1.3 Work in a Team	ᵛ Courteous and helpful manner demonstrated at all times. ᵛ Allocated tasks completed willingly without undue delay. ᵛ Assistance actively sought or provided by approaching other team members when difficulties arise. ᵛ Lines of communication with supervisors and peers identified according to store policy. ᵛ Constructive feedback provided by other team members in the working group encouraged, acknowledged and acted upon.

CS.1.3 **Work in a Team (Cont'd)**

- v Questioning used to minimise misunderstandings.
- v Signs of potential workplace conflict identified and conflict avoided wherever possible.
- v Participation in team problem solving demonstrated.

CS.1.4 **Maintain Personal Presentation**

- v Personal dress and presentation maintained in a neat and tidy manner.
- v Personal hygiene maintained according to store policy and government legislation.

CS.1.5 **Follow Routine Instructions**

- v Instructions received and acted upon.
- v Effective questioning used to elicit information.
- v Store information relevant to the particular task is assessed, comprehended and acted upon.
- v Daily work routine planned and organised.
- v Tasks prioritised and completed without undue delay.

CS.1.6 **Read and Interpret Retail Documents**

- v A range of retail documents accurately listed and described.
- v Information from a range of retail documents read and interpreted.

CS.1.7 **Use Numbers in the Workplace**

- v Range of possible numerical problems in retail workplace accurately listed.
- v Numerical information collected from various sources and calculated accurately with or without the use of a calculator.

RANGE OF VARIABLES

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:

- Store policies and procedures in regard to:
  - contact with customers
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- Store policies and government legislation in regard to personal hygiene and self presentation.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams, store team or corporate team.
- Team members may include management, or other staff members.
- Full-time, part-time or casual staff.
- Communication may occur with external customers and internal contacts including management and other team members.
- Customers may include new or repeat contacts.
- Customers may include external and internal contacts ie. colleagues.
- Customers with routine or special requests.
- Customers and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Size, type and location of store.
- Telephone systems and type of technology.
- Planning may be affected by store procedures and unexpected contingencies.
- Levels of staffing eg., staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Workplace documents may include:
  - stock sheets
  - plan-o-grams
  - timetables, staff record forms.
  - lay-by slips
  - credit slips
  - product return slips
  - telephone message pads.
- Numerical problems may include calculations of:
  - cash amounts
  - change.
- Numerical techniques may include:
  - addition/subtraction
  - multiplication/division
  - percentages.

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:

- providing a consistently welcoming environment by treating customers in a courteous and helpful manner

- using effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality

- interpreting and communicating information accurately to customers, supervisors and peers both face to face and via other communication electronic equipment

- accessing, comprehending and processing information accurately according to store policies and procedures

- consistently following routine instructions and seeking advice/assistance if required

- participating actively and positively within a workplace team

- consistently applying store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct

- consistently meeting store scheduling routines and using time effectively

- interpreting, calculating and recording numerical information accurately.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:
  - external and internal customer contact
  - hygiene and self presentation
  - verbal and non verbal presentation
  - code of conduct
  - allocated duties and responsibilities
  - collecting, organising and processing information.
- Knowledge of:
  - goods and services provided by the store
  - location of store departments.
- Basic operational knowledge of relevant legislation and statutory requirements in regard to personal hygiene and self presentation.

ᵥ Operational skills and techniques in:

- questioning/listening

- resolving conflict

- negotiating

- planning and organising activities

- following set routines and procedures

- managing stress

- demonstrating self esteem.

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

ᵥ Literacy skills in regard to the comprehension of workplace documents

ᵥ Numeracy skills in regard to workplace functions:

- addition, subtraction

- multiplication, division

- percentages

- use of a calculator.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.1A: Communicate in the Workplace, the candidate will demonstrate the ability to apply workplace procedures, including written and numerical procedures, make effective contact with customers and work collaboratively in team situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCS.1A: Communicate in the Workplace is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

WRRER.1A: Work Effectively in a Retail Environment
WRRLP.1A: Apply Safe Working Practices
WRRM.2A: Perform Routine Housekeeping Duties
WRRCA.1A: Operate Retail Equipment.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Developing Good Working Habits*.

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCS.1A: Communicate in the Workplace which are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
    - stock/inventory/price lists
    - lay by/credit/product return slips
    - store policy and procedure manuals
- access to a range of customers with different requirements (real or simulated)
- a range of communication equipment
- qualified workplace assessor.

WRRCS.2A Apply Point of Sale Handling Procedures

This unit involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CS.2.1 **Operate Point of Sale Equipment**	˅ Point of sale equipment operated according to design specifications.
	˅ Point of sale terminal opened and closed according to store procedure.
	˅ Point of sale terminal cleared and tender transferred according to store procedure.
	˅ Cash handled according to store security procedures.
	˅ Supplies of change in point of sale terminal maintained according to store policy.
	˅ Active point of sale terminals attended according to store policy.
	˅ Records completed for transaction errors according to store policy.
	˅ Adequate supplies of dockets, vouchers and point of sale documents maintained.
	˅ Customers informed of delays in the point of sales operation.
CS.2.2 **Perform Point of Sale Transactions**	˅ Point of sale transactions completed according to store policy.
	˅ Store procedures identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque and lay-by, gift vouchers.
	˅ Store procedures identified and applied in regard to exchanges and returns.
	˅ Goods moved through point of sale area efficiently and with attention to fragility and packaging.
	˅ Information entered into point of sale equipment accurately.
	˅ Price/total/amount of cash received stated verbally to customer.
	˅ Correct change tendered.

CS.2.3	**Complete Sales**	ᵛ Customer order forms, invoices, receipts completed accurately.
		ᵛ Customer delivery requirements identified and processed accurately, without undue delay.
		ᵛ Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy.
CS.2.4	**Wrap and Pack Goods**	ᵛ Adequate supplies of wrapping material or bags maintained/requested.
		ᵛ Appropriate packaging material selected.
		ᵛ Merchandise wrapped neatly and effectively where required.
		ᵛ Items packed safely to avoid damage in transit, and labels attached where required.
		ᵛ Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to operation of point of sale equipment, security and sales transactions.

v   Store facilities in regard to customer service.

v   Size, type and location of store.

v   Store merchandise range including size and weight.

v   Store services range.

v   Regular and new customers.

v   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

v   Point of sale equipment may be manual or electronic.

v   Point of sale transactions may include cash or non-cash transactions including EFTPOS, cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers.

v   Wrapping techniques may vary according to merchandise range.

v   Levels of staffing, eg. staff shortages.

v   Varying levels of staff training.

v   Routine or busy trading conditions.

v   Full-time, part-time or casual staff.

v   Customers with routine or special requests.

v   Handling techniques may vary according to stock characteristics and industry codes of practice.

v   Bag checking procedures.

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:

ᵥ consistently operating Point of Sale equipment according to manufacturers' instructions and store policies and procedures

ᵥ consistently applying store policies and procedures in regard to cash handling and point of sale transactions, according to the range of variables

ᵥ processing sales transaction information responsibly and accurately according to store policies and procedures

ᵥ consistently applying store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Underpinning Knowledge and Skills

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

ᵥ Operational knowledge of store policies and procedures, in regard to:

- customer service
- point of sale procedures/transactions
- allocated duties and responsibilities
- processing information.

ᵥ Knowledge of:

- range of services provided by the store
- stock availability.

ᵥ Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice, including:
    - Supermarket Scanning Code
    - Jewellery and Timepieces Industry Code.

ᵥ Operational skills and techniques in:

- questioning/listening
- verbal and non verbal communication
- following set routines and procedures
- dealing with different types of transactions
- wrapping and packing techniques
- store bag checking procedures
- merchandise handling techniques.

- ᵥ Knowledge of 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 terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS
  - credit cards
  - gift vouchers
  - lay by
  - credits, credit notes and returns
  - cheques / travellers cheques
  - customer accounts
  - COD.
- ᵥ Knowledge of the functions and procedures for operating Point of Sale equipment, including:
  - registers
  - numerical display boards
  - calculators
  - electronic scales
  - scanners
  - EFTPOS
  - credit cards
  - lay by
  - credits and returns
  - cheques / travellers cheques
  - customer accounts
  - COD.
- ᵥ Literacy skills in regard to written sales and delivery documentation.
- ᵥ Numeracy skills in regard to handling cash.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	1	**1**	**1**	**1**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.2A: Apply Point of Sale Handling Procedures, the candidate will demonstrate the ability to solve common problems which may occur during the performance of a range of point of sale transactions according to store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units.   Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCS.2A: Apply Point of Sale Handling Procedures is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

WRRLP.2A: Minimise Theft
WRRCS.3A: Interact With Customers
WRRI.1A: Perform Stock Control Procedures
WRRF.1A: Balance the Register/Terminal.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Protecting the Store Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCS.2A: Apply Point of Sale Handling Procedures which are critical to the theme of *Protecting the Store Against Loss* including customers, money and stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ   a real or simulated retail environment

ᵥ   relevant documentation, such as:

- financial transaction dockets/slips

- stock/inventory/price lists

- store policy and procedure manuals

ᵥ   a range of Point of Sale equipment and materials

ᵥ   qualified workplace assessor.

WRRCS.3A   Interact with Customers

This unit encompasses the competencies required to deliver service to customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CS.3.1 **Deliver Service to Customers**	ᵛ Communication with customers conducted in a professional, courteous manner, according to store policy. ᵛ Customers' needs and reasonable requests met or referred to supervisor according to store policy. ᵛ Customers' details and information recorded where necessary. ᵛ Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction. ᵛ Opportunities to deliver additional levels of service beyond the customer's immediate request recognised and acted upon. ᵛ Contact with customer maintained until sale is completed according to store policy. ᵛ Customer farewelled appropriately and courteously according to store policy. ᵛ Verbal and non-verbal communication used to develop rapport with customers during service delivery. ᵛ Repeat custom encouraged by promotion of appropriate services or products according to store policy. ᵛ Customer returns or refunds processed according to store policy and procedures.
CS.3.2 **Respond to Customer Complaints**	ᵛ Positive helpful attitude conveyed to customers when handling complaints. ᵛ Complaints handled sensitively, courteously and with discretion. ᵛ Nature of complaint established by active listening and questioning and confirmed with the customer. ᵛ Action taken to resolve complaint to customers' satisfaction wherever possible. ᵛ Unresolved customer dissatisfaction or complaints promptly referred to supervisor. ᵛ Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.

CS.3.2 **Respond to Customer Complaints (Cont'd)**

ᵛ Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.

ᵛ Follow up action taken as necessary to ensure customer satisfaction.

CS.3.3 **Receive and Process Sales Orders**

ᵛ Customers' details and information recorded accurately.

ᵛ Customers promptly referred to appropriate area as required.

ᵛ Customers provided with information in clear, concise manner.

ᵛ Sales orders processed, recorded and acted upon according to store policy.

CS.3.4 **Identify Customers' Special Requirements**

ᵛ Customers with special needs or requirements identified promptly by observation and questioning.

ᵛ A willingness to assist conveyed verbally and non-verbally.

ᵛ Customers' needs promptly serviced, referred or redirected as required.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to customer service.

v   Size, type and location of store.

v   Store merchandise range.

v   Store services range.

v   Product knowledge.

v   Regular and new customers.

v   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

v   Sales orders may be in verbal, written or electronic form.

v   Store delivery policies.

v   Customer service may include:
   − all store activities
   − internal and external customers
   − follow up in event of delays in service provision.

v   Customer needs may include:
   − information regarding store facilities and services
   − location of specific items within the store.

v   Levels of staffing, eg. staff shortages.

v   Varying levels of staff training.

v   Routine or busy trading conditions.

v   Full-time, part-time or casual staff.

v   Customers with routine or special requests.

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:

ᵛ consistently applying store policies and procedures and industry codes of practice in regard to customer service

ᵛ providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure

ᵛ accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to store policies and the range of variables

ᵛ using effective questioning/active listening and observation skills to identify customers' special requirements

ᵛ accessing, recording and processing sales orders accurately and responsibly according to store policies and procedures

ᵛ collaboratively working within a team to meet customers' needs

Underpinning Knowledge and Skills

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

ᵛ Operational knowledge of store policies and procedures, in regard to:

- customer service
- dealing with difficult customers
- handling and recording complaints
- allocated duties/responsibilities
- customer returns/refunds
- lay by/gift voucher/raincheck procedures.

ᵛ Knowledge of:

- merchandise and service range of the store
- location of store departments
- telephone extension numbers of store departments.

ᵛ Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law.
- industry codes of practice, including:
  – Supermarket Scanning Code
  – Jewellery and Timepieces Industry Code
  – Trade Practices and Fair Trading Acts

- ᵛ Operational skills and techniques in:
  - questioning/listening
  - resolving conflict
  - following set routines and procedures
  - handling difficult or abusive customers
  - greeting/farewelling techniques
  - add on selling concepts
- ᵛ Knowledge of the functions and procedures for operating the store telephone system and other communication equipment.
- ᵛ Literacy skills in the following areas:
  - written procedures for orders, in person, by telephone or electronic format
  - message taking in person or by telephone
  - written record of complaints
  - sales, stock and delivery documentation
- ᵛ Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	1	**1**	1	**1**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵛ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.3A: Interact with Customers, the candidate will demonstrate the ability to provide the most effective service to customers by identifying their specific needs and responding to complaints in a range of customer service situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCS.3A: Interact With Customers is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

WRRCS.2A: Apply Point of Sale Handling Procedures
WRRLP.2A: Minimise Theft
WRRI.1A:　Perform Stock Control Procedures
WRRF.1A:　Balance the Register/Terminal.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Protecting the Store Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCS.3A: Interact With Customers which are critical to the theme of *Protecting the Store Against Loss* including customers, money and/or stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ   a real or simulated retail environment

ᵥ   relevant documentation, such as:

- sales order forms

- complaint/return forms

- stock/inventory/price lists

- store policy and procedure manuals.

ᵥ   access to a range of customers with different requirements (real or simulated)

ᵥ   point of sale equipment and materials

ᵥ   a communication system or a range of communication equipment

ᵥ   qualified workplace assessor.

WRRCS.4A Co-ordinate Interaction with Customers

This unit requires a level of competency involving the responsibility for ensuring that staff meet the store standards for service to customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CS.4.1 **Implement Customer Service Standards**	ᵛ Service standards monitored according to store policy. ᵛ Deficiencies in service identified and action taken as required according to store policy. ᵛ Store policies and procedures in relation to customer service provision conveyed to team members. ᵛ Feedback on quality of service provision given to team members and management on a regular basis.
CS.4.2 **Implement Store Policy Regarding Customer Complaints**	ᵛ Service standards monitored to ensure store policy in regard to customer complaints is implemented by sales staff. ᵛ Procedures to resolve customer complaints authorised, actioned, or referred to a higher authority according to store policy. ᵛ Customers' special needs satisfied where appropriate according to store policy.
CS.4.3 **Communicate with Management**	ᵛ Management referred to regarding current store policies on customer service issues which may affect the operation of the department/section. ᵛ Operational information provided to management and other supervisors in order to facilitate customer service planning.

CS.4.4   **Lead Customer Service Team**

ᵥ Store policies and procedures interpreted and applied to store operation.

ᵥ Team motivated to achieve high standard of service to customers.

ᵥ Team access to current information on staff issues and operations ensured.

ᵥ Team tasks clarified, planned and allocated in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources.

ᵥ Team informed of changes in store service policies and procedures which impact upon their roles/responsibilities.

ᵥ Team provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets.

ᵥ Team members encouraged to contribute feedback in regard to achievement of performance targets.

ᵥ Routine problems handled using appropriate problem solving techniques and referred to management if required.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to customer service and staff supervision.

v   Store merchandise and service range.

v   Customers may be new or existing.

v   Customers may be internal or external.

v   Customers and team members may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

v   Size of team.

v   Size, type and location of store.

v   Sales targets.

v   Levels of staffing, eg. staff shortages.

v   Varying levels of staff training.

v   Routine or busy trading conditions.

v   Full-time, part-time or casual staff.

v   Customers with routine or special requests.

v   Range of responsibilities/duties.

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.

This unit assumes and builds on competency in Unit WRRCS.3A: Interact With Customers

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ co-ordinating 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.

ᵥ providing accurate feedback to management on operational and procedural matters related to provision of customer service

ᵥ supervising the resolution of customer complaints according to store policy.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and application 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.

ᵥ Knowledge and understanding of:

- merchandise and service range of the store
- lines of communication to staff and management.

ᵛ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice, including:
    - Supermarket Scanning Code
    - Jewellery and Timepieces Industry Code

ᵛ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- team leadership
- verbal and non verbal communication

ᵛ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵛ Literacy skills in regard to:

- completing a proforma for feedback to management
- reading and interpreting store policies and procedures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2		2	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.4A: Co-ordinate Interaction with Customers, the candidate will demonstrate the ability to lead the customer service team, ensuring that staff meet store standards relating to customer service/complaints, and the ability to report customer service issues to management.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the _National Retail Training Package-WRR97_.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRCS.4A: Coordinate Interaction with Customers is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: _Developing and Recognising Retail Skills._
Phase D: _Co-ordinating in a Retail Environment_

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCS.4A: Coordinate Interaction with Customers, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, _Developing and Recognising Retail Skills,_ requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, _Coordinating in a Retail Environment,_ requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the _Guide to Assessment Activities_ for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ᵥ   a retail environment

ᵥ   relevant documentation, such as

- store policy and procedure manuals

- reporting proformas

- legislation and statutory requirements, including consumer law

- industry codes of practice, including:
    - Supermarket Scanning Code, and
    - Jewellery and Timepieces Industry Code

ᵥ   access to a client service team

ᵥ   access to a range of customers with different requirements

ᵥ   qualified workplace assessor.

National Wholesale Retail and Personal Services Industry Training Council LTD

Suite 2E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

Selling

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRS.1A
Sell Products and Services

S 1.1	Apply Product Knowledge
S 1.2	Approach Customer
S 1.3	Gather Information
S 1.4	Sell Benefits
S 1.5	Overcome Objections
S 1.6	Close Sale
S 1.7	Maximise Sales Opportunities

Unit WRRS.2A
Advise on Products and Services

S 2.1	Develop Product Knowledge
S 2.2	Recommend Specialised Products

UNIT WRRS.3A
Co-ordinate Sales Performance

S 3.1	Implement Sales Policies and Procedures
S 3.2	Monitor Achievement of Sales Targets

Unit WRRS.4A
Build Relationships with Customers

S 4.1	Establish Rapport with Customers
S 4.2	Apply Expert Knowledge
S 4.3	Provide Post Sales Support
S 4.4	Plan Sales Presentations
S 4.5	Implement Sales Presentation
S 4.6	Maintain and Utilise a Customer Data Base
S 4.7	Deal with Difficult Customers

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	SELLING UNIT TITLES
WRRS.1	A	Sell Products and Services
WRRS.2	A	Advise on Products and Services
WRRS.3	A	Co-ordinate Sales Performance
WRRS.4	A	Build Relationships with Customers

WRRS.1A   Sell Products and Services

This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.1.1 Apply Product Knowledge	ᵥ Knowledge of the use and application of relevant products and services demonstrated. ᵥ Experienced sales staff or product information guide consulted to increase product knowledge.
S.1.2 Approach Customer	ᵥ Timing of customer approach determined and applied. ᵥ Effective sales approach identified and applied. ᵥ Positive impression conveyed to arouse customer interest. ᵥ Knowledge of customer buying behaviour demonstrated. ᵥ Customer focused on specific merchandise.
S.1.3 Gather Information	ᵥ Questioning techniques applied to determine customer buying motives. ᵥ Listening skills used to determine customer requirements. ᵥ Non-verbal communication cues interpreted and clarified. ᵥ Customers identified by name where possible.
S.1.4 Sell Benefits	ᵥ Customer needs matched to appropriate products and services. ᵥ Knowledge of products' features and benefits communicated clearly to customers. ᵥ Product use and safety requirements described to customers. ᵥ Customers referred to appropriate product specialist as required. ᵥ Routine customer questions about merchandise, eg. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

S.1.5 **Overcome Objections**

- ᵛ Customer objections identified and accepted.
- ᵛ Objections categorised into price, time and merchandise characteristics.
- ᵛ Solutions offered according to store policy.
- ᵛ Problem solving applied to overcome customer objections.

S.1.6 **Close Sale**

- ᵛ Customer buying signals monitored, identified and responded to appropriately.
- ᵛ Customer encouraged to make purchase decisions.
- ᵛ Appropriate method of closing sale selected and applied.

S.1.7 **Maximise Sales Opportunities**

- ᵛ Opportunities for making additional sales recognised and applied.
- ᵛ Customer advised of complementary products or services according to customer's identified need.
- ᵛ Personal sales outcomes reviewed to maximise future sales.

RANGE OF VARIABLES

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:

- Store policy and procedures in regard to selling products and services.
- Size, type and location of store.
- Store merchandise range.
- Store service range.
- Store sales approach.
- Product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability.
- Customers with routine or special requests.
- Regular and new customers.
- Selling may be face to face or by telephone.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Customer lists.
- Handling techniques may vary according to stock characteristics and industry codes of practice.

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:

ᵛ applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales

ᵛ using questioning, listening and observation skills to accurately determine customer requirements

ᵛ consistently applying store policies and procedures, in regard to selling products and services

ᵛ maximising sales opportunities according to store policies and procedures

ᵛ consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services

ᵛ evaluating personal sales performance to maximise future sales.

Underpinning Knowledge and Skills

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

ᵛ Operational knowledge of store policies and procedures, in regard to:

- selling products and services
- allocated duties and responsibilities.

ᵛ Knowledge of store merchandise and service range.

ᵛ Specific product knowledge for area/section.

ᵛ Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice, including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code

ᵛ Operational skills and techniques in:

- verbal and non verbal communications
- questioning/listening/observation
- handling difficult customers
- negotiating
- problem solving
- sales performance appreciation

ᵥ Basic knowledge and understanding of customer types and needs, including:

- customer buying motives

- customer behaviour and cues

- individual and cultural differences

- demographics/lifestyle/income

- types of customer needs, eg. functional, psychological.

ᵥ Selling skills, including:

- opening techniques

- buying signals

- strategies to focus customer on specific merchandise

- add ons and complimentary sales

- overcoming customer objections

- closing techniques.

ᵥ Literacy skills in regard to:

- reading and understanding product information

- reading and understanding store policies and procedures

- recording information

ᵥ Numeracy skills in regard to handling of tender, weighing and measuring goods.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	1	1	1	**1**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment Is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRS.1A: Sell Products and Services, the candidate will demonstrate the ability to develop and communicate specified product knowledge to a range of customers and encourage sales opportunities by matching customer needs to features and benefits of the product.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRS.1A: Sell Products and Services is a Phase C1 and a Phase C2 unit within Certificate II in Retail Operations. Phase C1 and Phase C2 are elective streams.

Refer to the Qualifications, Section 3.4, for the other Phase C1 and Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C1 or Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on one of the themes:

Phase C1: *Promoting Products So That They Sell*

Phase C2: *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRS.1A: Sell Products and Services which are critical to the theme of *Promoting Products (or Fresh Food Products) So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1 or Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- access to a range of customers with different requirements (real or simulated)
- relevant documentation, such as
    - stock/inventory/price lists
    - sales order forms
    - store policy and procedures manuals
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.
- qualified workplace assessor.

WRRS.2A   Advise on Products and Services

This unit builds on Unit WRRS.1A Sell Products and Services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.2.1 **Develop Product Knowledge**	ᵥ Product knowledge developed, maintained and conveyed to other staff members as required. ᵥ Comparisons between products and services researched and applied including: − brand options − product features − warranties − price. ᵥ Knowledge of competitors' product and service range and pricing structure demonstrated.
S.2.2 **Recommend Specialised Products**	ᵥ Merchandise evaluated according to customer requirements. ᵥ Features and benefits of products and services demonstrated to customer to create a buying environment. ᵥ Detailed specialised knowledge of product applied to provide accurate advice to customers.

RANGE OF VARIABLES

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 range of variables may include:

ᵥ   Store policy and procedures in regard to selling products and services.

ᵥ   Size, type and location of store.

ᵥ   Store merchandise range.

ᵥ   Store service range.

ᵥ   Product knowledge and training available.

ᵥ   Specialist products and services.

ᵥ   Customers with routine or special requests.

ᵥ   Customers with special needs.

ᵥ   Regular and new customers.

ᵥ   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

ᵥ   Levels of staff training.

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:

ν consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services

ν developing, maintaining and conveying product knowledge to customers

ν applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Knowledge and Skills

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

ν Specialist product knowledge including:

- specialised products

- warranties

- corresponding benefits of various products

- shelf life; use-by date

- storage requirements

- ingredients or materials contained in products

- product/ingredient origins

- features and use of products

- care and handling of products

- corresponding or complementary products and services

- stock availability

- ordering procedures.

ν Knowledge of and ability to apply store/industry manuals and documentation (paper based or computerised).

ν Knowledge of store:

- stock and merchandise range

- service range

- procedures for taking customer orders

- buying, pricing and ordering procedures

- other relevant policies and procedures.

   v   Basic operational knowledge of relevant:

- legislation and statutory requirements including consumer law.
- industry codes of practice, including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code

   v   Ability to use a range of communication/electronic equipment.

   v   Literacy skills in regard to:

- reading and understanding product information
- reading and understanding store policies and procedures
- recording information

   v   Numerical skills used for estimating and calculating costs relevant to pricing products.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRS.2A: Advise on Products and Services, the candidate will demonstrate the ability to apply product knowledge to specified products and provide accurate advice to customers on those products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRS.2A: Advise on Products and Services is a Phase C1 unit within Certificate II in Retail Operations. Phase C1 is an elective stream. The other Phase C1 Units are:

WRRS.1A: Sell Products and Services
WRRM.1A: Merchandise Products.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C1 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRS.2A: Advise on Products and Services which are critical to the theme of *Promoting Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling of products and services in the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of retail stores/work environments. Resources may include:

ν   a real or simulated store situation containing:

- range of stock and merchandise (real and simulated, common and unusual)

ν   relevant documentation, such as:

- stock/inventory lists

- price lists

- store policy and procedures manuals

- delivery costs

- details of services available

ν   access to a range of customers with different requirements (real or simulated)

ν   a range of communication equipment

ν   qualified workplace assessor.

WRRS.3A Co-ordinate Sales Performance

This unit requires a level of competency which involves the responsibility for ensuring that the sales performance of the sales team meets the store requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.3.1 **Implement Sales Policies and Procedures**	ᵛ Store policies and procedures in regard to selling implemented and monitored.
	ᵛ Store policies and procedures implemented and monitored in regard to sales transactions, including non-cash sales, and variations to standard sales transactions.
	ᵛ Team monitored to ensure information is entered into point of sale equipment accurately.
	ᵛ Team monitored to ensure goods are moved through point of sale area efficiently and safely.
	ᵛ Team monitored to ensure that products and services are matched to customer needs.
S.3.2 **Monitor Achievement of Sales Targets**	ᵛ Individual and department sales targets monitored and recorded according to store policy.
	ᵛ Store sales results monitored and recorded in line with sales targets.
	ᵛ Feedback provided to management and staff on sales performance in relation to sales targets and planning.

RANGE OF VARIABLES

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:

ᵛ Store policies and procedures in regard to selling products and services and sales transactions.

ᵛ Size, type and location of store.

ᵛ Store/department sales targets.

ᵛ Sales targets may vary according to experience and training of staff.

ᵛ Store merchandise range.

ᵛ Handling techniques may vary according to stock characteristics and industry codes of practice.

ᵛ Store services range.

ᵛ Product knowledge.

ᵛ Product information training.

ᵛ Customers with special requests, special needs and routine requirements.

ᵛ Regular and new customers.

ᵛ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

ᵛ Selling may include face to face or telephone sales techniques.

ᵛ Teams may represent department or store.

ᵛ Levels of staffing, eg. staff shortages.

ᵛ Routine or busy trading conditions.

ᵛ Full-time, part-time or casual staff.

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.

This unit assumes and builds on competency in Unit WRRS.1A: Sell Products and Services and Unit WRRS.2A: Advise on Products and Services.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services

ν implementing and monitoring store policies and procedures in relation to sales transactions, including non-cash sales, and variations to standard sales transactions

ν monitoring and providing feedback to management and staff on sales performance in relation to sales targets and planning.

Underpinning Knowledge and Skills

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

ν Knowledge and application of store policies and procedures, in regard to:

- external and internal customer contact

- selling products and services

- allocated duties and responsibilities.

ν Knowledge and understanding of:

- store merchandise and services provided by the store

- customer profile

- location of store departments

- store/department sales targets

- factors that enhance sales performance

- importance of sales to store performance

- stock control procedures.

ν Knowledge, understanding and application of relevant:

- legislation and statutory requirements including consumer law.

- industry codes of practice, including:
  – Supermarket Scanning Code
  – Jewellery and Timepieces Industry Code

ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

ᵥ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵥ Literary skills in regard to:

- business documents
- financial reports

ᵥ Numeracy skills in regard to functional retail calculations, including:

- margins
- mark downs/mark ups
- gross profit
- basic budgetting against sales and costs

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit

In the activity for WRRS.3A: Co-ordinate Sales Performance, the candidate will demonstrate the ability to monitor performance of a sales team in the areas of store policy and procedures for sales/transactions, individual and departmental sales targets, selling and point of sale operations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRS.3A Co-ordinate Sales Performance is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵛ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵛ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRS.3A Co-ordinate Sales Performance, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills,* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment,* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ᵥ a retail environment

ᵥ relevant documentation, such as:

- stock/inventory lists

- price lists

- store policy and procedure manuals

- individual/department sales targets and results

- reporting proformas

- legislation and statutory requirements, including consumer law

- industry codes of practice, including:
    – Supermarket Scanning Code, and
    – Jewellery and Timepieces Industry Code

ᵥ access to a sales team

ᵥ point of sale equipment and materials

ᵥ qualified workplace assessor.

WRRS. 4A   Build Relationships with Customers

This unit builds on Unit WRRS.1 "Selling Products and Services" and Unit WRRS.2 "Advise on Products and Services" it involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers establishing and maintaining a customer database and conducting sales presentations.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.4.1 **Establish Rapport with Customers**	▪ Rapport/relationship with customer established and a genuine interest in customer needs/requirements expressed to enhance customer commitment, trust and credibility of store and to build return customer base.
	▪ Professional ethics maintained with the customer including honesty, positive statements and confirmed appraisals of products and services to promote store image and credibility.
	▪ Customer needs and preferences accurately clarified through careful observation, appropriate questioning, active listening, empathy, reassurance and confirmation to maximise sales opportunities.
	▪ Sales opportunities maximised by use of add on and complementary sales techniques.
	▪ Customer given space and time to evaluate purchase decision, while time is used to maximum advantage for customer and store.
	▪ Effective methods of closing sales demonstrated.
S.4.2 **Apply Expert Knowledge**	▪ Customer provided with accurate information regarding product and service appraisals, correct statements and warranties according to legal requirements.
	▪ Detailed knowledge of supplier and/or manufacturer information provided according to customer needs and within guidelines of commercial confidentiality.
	▪ Product/stock range evaluated, features and benefits of products/services accurately demonstrated where appropriate and recommendations made to the customer to maximise sales potential.
	▪ Customer interest in product/service maximised through price negotiation where applicable and payment/credit options offered according to store policy.
	▪ Prices and/or discounts accurately calculated according to pricing determinants and store policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.4.3 **Provide Post Sales Support**	▪ Evidence of ongoing support accurately provided as sale is concluded.
	▪ Back up service including delivery specifications, warranties/guarantees accurately explained and customer reassured according to legal requirements and store policy.
	▪ Customer provided with store/salesperson's contact details to provide line of contact and customer followed up according to store policy.
	▪ Customer and/or transaction details accurately entered to customer database.
S.4.4 **Plan Sales Presentations**	▪ Presentation planned to complement product characteristics, including features and benefits, price range and target group.
	▪ Client group selected according to product characteristics and store merchandising policy.
	▪ Promotional brochures/pamphlets etc. accessed where required and distributed to client group.
	▪ Range of products/services selected and prepared for presentation, to reflect store image, demographics and merchandising plan.
S.4.5 **Implement Sales Presentation**	▪ Numbers of support staff, where required, sufficient and adequately briefed for presentation.
	▪ Communication skills applied to effectively, create interest, focus attention, encourage customer interaction with individuals and/or groups.
	▪ Products/services demonstrated to create a buying environment.
	▪ Results of sales presentation measured according to predetermined criteria, overall performance reviewed, and results applied to future sales presentations according to store sales policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
S.4.6 **Maintain and Utilise a Customer Data Base**	▪ Customer confidentiality maintained as required by store policy and legal requirements. ▪ Customer records accurately developed, regularly maintained and securely stored according to store policies and procedures. ▪ Regular customers accurately identified and followed up according to store marketing policy. ▪ Customer records accurately utilised to advise customers on products and services of possible interest. ▪ Customer clubs and reward schemes implemented where required according to store promotional activities.
S.4.7 **Deal with Difficult Customers**	▪ Customer complaints/problems acknowledged and customer supported reassuringly to produce positive outcome. ▪ Customer encouraged to verbalise issue and active listening used to minimise customer frustration. ▪ Customer's confidence in the sales assistant and product/service developed to promote long term commitment and trust to store. ▪ Mutually acceptable resolution of complaint established.

RANGE OF VARIABLES

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:

- Store policy and procedures in regard to selling products and services and maintaining and utilising client records.
- Store policies and procedures in regard to promotional, marketing, discounting and reward programs.
- Legal requirements including: Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation.
- Customer contact may include the provision of advice of products/ services including catalogues, gift certificates, VIP cards, invitations, previews, bonuses.
- Customer's personal details may include customer's name and address, transaction records, personal preferences, anniversaries, telephone, faxes and email numbers.
- Customer's personal preferences or requirements may include product type, brand, size, product characteristics or customer physical needs.
- Customer's transaction records may include details of items bought or returned.
- Customer records/details, storage systems and security procedures for customer database may be manual or computer based.
- Customer loyalty schemes may include:
    - customer clubs
    - customer reward schemes
    - credit or discount facilities
    - special offers.
- Sales techniques will include:
    - add on, complementary products/services
    - selling up or down
    - suggestive selling
    - variety of methods of closing sales.
- Size, type and location of store.
- Store product and service range.
- Store sales approach, marketing plan and specific promotional activities.
- Product knowledge will include a variety of suppliers and manufacturers.
- Regular and new customers.
- Sales presentations may be in house or on client site and may be visual and/or verbal.
- Customer contact/sales may include individuals, groups, clubs, and communities.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Difficult customers may include aggressive, assertive, passive, fussy, demanding, rude, exasperated, and arrogant.
- Interpersonal skills associated with verbal and non-verbal communication may include identification of customer cues, dealing with a single customer, families or groups.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1 Sell Products and Services and WRRS.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.

- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.

- consistently developing customer commitment to store and building return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.

- consistently maximising sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.

- consistently and accurately applying detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.

- consistently using effective questioning, listening and observation skills to accurately determine customer requirements.

- consistently and effectively planning, preparing and conducting sales presentations and briefing support staff where required, to create a buying environment and maximise sales performance.

- consistently evaluating personal and or team sales performance to maximise future sales.

- consistently and accurately establishing, recording and maintaining customer records/details, maintaining customer confidentiality, ensuring secure storage and using customer records to maximise customer interest and create a buying atmosphere.

- consistently resolving customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

Underpinning Knowledge and Skills

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

- Knowledge of store merchandise and service range.

- Specific detailed product knowledge for area/section.

- Knowledge of relevant legislation and statutory requirements, including consumer law.

- Knowledge of industry codes of practice, which may include but is not exclusive to: Supermarket Scanning Code, Jewellery and Timepieces Industry Code.

- Skills and techniques in:
  - verbal and non verbal communication
  - questioning/listening/observation
  - dealing with difficult customers
  - negotiating sales, prices and payment options
  - problem solving
  - sales performance evaluation and appreciation.

- Knowledge and understanding of customer types and needs, including:
  - customer buying motives/customer behaviour and cues
  - individual and cultural differences, demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological.

- Selling skills, including:
  - opening and closing techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections.

- Knowledge and skill associated with sales presentations.

- Detailed knowledge of store policies and procedures, in regard to:
  - establishing, maintaining and utilising customer records
  - updating and maintaining customer mailing lists
  - methods of maintaining customer confidentiality and secure storage of customer details
  - price negotiation and payment /credit options
  - methods of resolving customer complaints.

- Literacy skills in regard to reading and understanding product information and store policies and procedures and recording client and sales information.

- Numeracy skills in regard to handling of tender, weighing and measuring goods.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies.

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRS.4 Build Relationships with Customers, the candidate will provide evidence of expert product knowledge as it relates to the customer, advanced sales techniques in building relationships with customers and interacting with customers, dealing with difficult customers, establishing and maintaining a customer database and conducting sales presentations, and will demonstrate competence in recommending products and services and advising customers in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRS.4 Build Relationships with Customers is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies.

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRS.4 Build Relationships with Customers, which are critical to either the theme of Phase C or the theme of Phase D. The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and related to the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ν   a retail environment

ν   relevant sources of product information

ν   relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation.

ν   access to an appropriate range of products and/or equipment.

ν   access to a range of customers with different requirements.

ν   access to a customer data base system.

ν   qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

National Wholesale Retail and Personal Services Industry Training Council LTD

S u i t e 2 E
9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Merchandising

NATIONAL RETAIL TRAINING PACKAGE-WRR97
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRM.1A
Merchandise Products

M 1.1	Place and Arrange Merchandise
M 1.2	Prepare Display Labels/Tickets
M 1.3	Place, Arrange and Display Price Tickets and Labels
M 1.4	Maintain Displays
M 1.5	Protect Merchandise

Unit WRRM.2A
Perform Routine Housekeeping Duties

M 2.1	Organise Work Area
M 2.2	Clean Work Area

Unit WRRM.3A
Co-ordinate Merchandise Presentation

M 3.1	Co-ordinate Merchandise Presentation and Display
M 3.2	Implement Merchandise Pricing

Unit WRRM.4A
Co-ordinate Housekeeping

M 4.1	Implement Housekeeping Policies

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	MERCHANDISING UNIT TITLES
WRRM.1	A	Merchandise Products
WRRM.2	A	Perform Routine Housekeeping Duties
WRRM.3	A	Co-ordinate Merchandising Presentation
WRRM.4	A	Co-ordinate Housekeeping

WRRM.1A

Merchandise Products

This unit involves the arrangement and presentation of merchandise within the store. It includes the setting up and maintenance of displays and labelling or pricing stock.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
M.1.1 Place and Arrange Merchandise	˅ Merchandise unpacked in accordance with salon/store procedure. ˅ Merchandise placed on floor, fixtures and shelves in determined locations. ˅ Merchandise displayed to achieve a balanced fully stocked appearance and promote sales. ˅ Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure. ˅ Stock range placed to conform with fixtures, ticketing, prices or bar codes. ˅ Stock rotated according to stock requirements and store procedure. ˅ Stock presentation conforms to special handling techniques and other safety requirements.
M.1.2 Prepare Display Labels/Tickets	˅ Labels/tickets for window, wall or floor displays prepared according to store policy. ˅ Tickets prepared using electronic equipment or neatly by hand according to store procedures. ˅ Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken. ˅ Electronic ticketing equipment used and maintained according to design specifications. ˅ Ticketing equipment maintained and stored in a secure location.
M.1.3 Place, Arrange and Display Price Tickets and Labels.	˅ Tickets/labels are visible and correctly placed on merchandise. ˅ Labels/tickets replaced according to store policy. ˅ Correct pricing and information maintained on merchandise according to store procedures, industry codes and government requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

M.1.4 Maintain Displays

- v Special promotion areas reset and dismantled.
- v Supervisor assisted in selection of merchandise for display.
- v Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
- v Unsuitable or out of date displays identified, reset and/or removed as directed.
- v Optimum stock levels identified and stock replenished according to store policy.
- v Display areas maintained in a clean and tidy manner.
- v Excess packaging removed from display areas.

M.1.5 Protect Merchandise

- v Correct handling, storage and display techniques identified and used according to stock characteristics and industry codes.

RANGE OF VARIABLES

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:

v   Store policy and procedures in regard to merchandising of stock.

v   Size, type and location of store.

v   Size, type and location of display areas and fittings.

v   Store merchandise range.

v   Industry codes of practice

v   Setting of new displays or maintaining existing displays.

v   Tickets may be provided, produced electronically or manually.

v   Store ticketing and pricing policy may include:
   – pricing gun
   – shelf tickets
   – shelf talkers
   – written labels
   – swing ticketing
   – bar coding
   – price boards
   – header boards.

v   Handling techniques may vary according to stock characteristics and industry codes of practice.

v   Levels of staffing, eg. staff shortages.

v   Varying levels of staff training.

v   Routine or busy trading conditions.

v   Full-time, part-time or casual staff.

v   Merchandise may be characterised by:
   – type
   – size
   – brand
   – customer
   – colour.

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:

ᵥ consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock

ᵥ displaying merchandise on floor, fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements

ᵥ preparing display labels and price tickets for merchandise with regard to store policies and procedures

ᵥ operating, maintaining and storing a range of ticketing equipment according to:

- store policy and procedures

- industry codes of practice

- manufacturers' instructions and design specifications.

ᵥ arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements

ᵥ identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures and legislative requirements

ᵥ maintaining display areas and replenishing stock as required in accordance with store procedures and legislative requirements

ᵥ performing 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 Knowledge and Skills

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

ᵥ Operational knowledge of store policies and procedures, in regard to:

- merchandising, ticketing and pricing of stock

- correct storage of stock

- principles of display

- 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 and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials.

ᵥ Basic knowledge of elements and principles of design and trends in retail design.

ᵥ Basic operational knowledge of relevant:

- occupational health and safety regulations including manual handling and hygiene and sanitation
- legislation and statutory requirements including consumer law
- Trade Practices and Fair Trading Acts, particularly for pricing and ticketing
- industry codes of practice, including:
  – Supermarket Scanning Code
  – Jewellery and Timepieces Industry Code

ᵥ Operational skills and techniques in:

- use and maintenance of manual and electronic labelling/ticketing equipment
- completing tasks in a set time frame.

ᵥ 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

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	**1**	**1**	1	**1**	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

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Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRM.1A: Merchandise Products, the candidate will demonstrate the ability to undertake basic merchandising and display activities with the aim of enhancing sales performance for specified products.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRM1A: Merchandise Products is a Phase C1 unit within Certificate II in Retail Operations. Phase C1 is an elective stream. The other Phase C1 Units are:

WRRS.2A: Advise on Products and Services
WRRS.1A: Sell Products and Services.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C1 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Products So That They Sell*.

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRM1A: Merchandise Products which are critical to the theme of *Promoting Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling of products and services in the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ a real or simulated retail environment

ᵥ a range of ticketing and pricing equipment

ᵥ merchandise for display

ᵥ display materials and props

ᵥ cleaning materials

ᵥ relevant documentation, such as:

- store policy and procedure manuals on housekeeping, merchandising and occupational health and safety

- manufacturers' instructions/operation manuals on electronic ticketing equipment

- relevant legislation and industry codes of practice

ᵥ qualified workplace assessor.

WRRM.2A   Perform Routine Housekeeping Duties

This unit involves the application of personal hygiene practices by staff members and the organisation, tidiness and cleanliness of the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
M.2.1 **Organise Work Area**	ᵥ Counter, preparation areas, point of sales area, and walkways maintained in a safe, uncluttered and organised manner according to store policy.
	ᵥ All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy.
	ᵥ Store policies and procedures for tidying of fixtures, point of sale terminals, displays, preparation areas and aisles, and placing items in designated areas applied.
M.2.2 **Clean Work Area**	ᵥ Store policies and procedures for personal hygiene applied.
	ᵥ Store policies and procedures applied for cleaning of work area.
	ᵥ Waste promptly removed and disposed of according to store policy.
	ᵥ Spills, food, waste, or other potential hazards removed from floors according to store policy.
	ᵥ Signage promptly displayed in regard to unsafe areas eg. spills
	ᵥ Equipment and consumable materials maintained and stored correctly after use.
	ᵥ Tools and equipment (including guards) cleaned and used in accordance with manufacturer's instructions and government requirements.

RANGE OF VARIABLES

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:

ᵛ   Store policy and procedures in regard to routine housekeeping practices.

ᵛ   Size and type of store.

ᵛ   Store merchandise and service range.

ᵛ   Types of equipment used in store.

ᵛ   Routine housekeeping may include tidying and cleaning of counters, benches, sinks, preparation areas, walkways, fixtures and other working surfaces.

ᵛ   Maintenance and storage of cleaning equipment.

ᵛ   Use and storage of cleaning chemicals.

ᵛ   Handling and cleaning techniques may vary according to stock characteristics and industry codes of practice.

ᵛ   Routine or busy trading conditions.

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 housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas

- consistently applying 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.

- applying store housekeeping program of work area and reporting of faults/problems to relevant person/department

- reading, accurately interpreting and consistently applying manufacturers' instructions for cleaning products, tools and equipment

- completing tasks in set time frame.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:

  - housekeeping

  - use and maintenance of store cleaning equipment

  - personal hygiene

  - waste disposal and environment protection

  - reporting problems and faults.

- Basic operational knowledge of relevant:

  - occupational health and safety regulations including manual handling and hygiene and sanitation

  - 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

  - legislation and statutory requirements, including consumer law

- industry codes of practice, including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code
ᵛ Operational skills and techniques in:
  - use and maintenance of cleaning equipment
  - use and storage of chemicals, hazardous substances and flammable materials
  - safe use of electrical and other equipment
  - planning and organising activities.
ᵛ Literacy and numeracy skills in reading and understanding manufacturer's instructions.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1		**1**	1	1	1	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRM2A: Perform Routine Housekeeping Duties, the candidate will demonstrate the ability to organise the work area and perform effective routine housekeeping procedures in a range of retail situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRM.2A: Perform Routine Housekeeping Duties is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

WRRCS.1A: Communicate in the Workplace
WRRER.1A: Work Effectively in a Retail Environment
WRRLP.1A: Apply Safe Working Practices
WRRCA.1A: Operate Retail Equipment.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Developing Good Working Habits*.

The Integrated Competency Assessment activity will require the candidate to:

• apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

• integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRM.2A: Perform Routine Housekeeping Duties which are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ   a real or simulated retail environment

ᵛ   cleaning/store housekeeping equipment and materials

ᵛ   relevant documentation, such as:

- store policy and procedure manuals on housekeeping, cleaning and occupational health and safety

- manufacturers' instructions/operation manuals on cleaning equipment and materials

- manual handling regulations and industry codes of practice

- plant and equipment regulations.

ᵛ   qualified workplace assessor.

WRRM.3A

Co-ordinate Merchandise Presentation

This unit requires a level of competency involving the responsibility for ensuring that staff arrange, present and label or price merchandise according to store requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
M.3.1 **Co-ordinate Merchandise Presentation and Display**	ᵛ Items to be advertised/promoted, identified according to store merchandising policy.
	ᵛ Promotions or special events planned, co-ordinated and evaluated as directed by management.
	ᵛ Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact.
	ᵛ Staff informed of store display standards/ requirements.
	ᵛ Staff informed of occurrence and timing of promotions and special events, especially in regard to advertising, catalogues, special offers and in store promotions.
	ᵛ Product/service display information accurately depicts product/service being promoted.
	ᵛ Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.
	ᵛ Displays constructed and maintained in a safe, secure manner.
	ᵛ Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required.
	ᵛ Staff informed of appropriate timing for dismantling and disposal of displays.
	ᵛ Merchandise presentation evaluated against sales turnover and store presentation standards.
	ᵛ Management provided with feedback in regard to improvement of store marketing and promotional activities.

M.3.2	**Implement Merchandise Pricing**	ᵛ Store policies and procedures implemented in regard to pricing/ticketing.
		ᵛ Current prices for products and services identified and amended according to store policy.
		ᵛ Team members informed of both price changes and current pricing policies.

RANGE OF VARIABLES

The Range of Variable 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:

- Store policy and procedures in regard to merchandising and pricing policies.
- Size, type and location of store.
- Size, type and location of display areas and fittings.
- Size and type of product
- Store merchandise and service range.
- Routine or busy trading conditions.
- Setting up of new displays or maintaining existing displays.
- Display may be located in a variety of areas including windows, shelves, walls, fixtures on floor.
- Tickets may be provided, produced electronically or manually.
- Seasonal and special promotions.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Full-time, part-time or casual staff.
- Handling techniques may vary according to stock characteristics and industry codes of practice.

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.

This unit assumes and builds on competency in Unit WRRM.1A: Merchandise Products

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵛ consistently and accurately implementing store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock

ᵛ co-ordinating and monitoring display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements

ᵛ identifying products to be advertised/promoted according to store merchandising policies

ᵛ co-ordinating 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

ᵛ informing staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays

ᵛ evaluating and reporting sales and presentation effectiveness of store merchandising/ promotional activities to management and staff as required by store policies and procedures.

Underpinning Knowledge and Skills

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

ᵛ Knowledge and application 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
- 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 manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials.

ᵛ Knowledge, understanding and application of relevant:

- occupational health and safety legislation/regulations/codes of practice
- legislation and statutory requirements including consumer law
- Trade Practices and Fair Trading Acts, particularly for pricing and ticketing
- industry codes of practice, including
  − Supermarket Scanning Code
  − Jewellery and Timepieces Industry Code.

ᵛ Knowledge of and skills in:

- use and maintenance of electronic labelling/ticketing equipment
- manufacturer's specifications for the use of electronic labelling/ticketing equipment

ᵛ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

ᵛ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵛ 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.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	2

Note: The Key Competencies whose levels are in boldface require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRM.3A: Co-ordinate Merchandise Presentation, the candidate will demonstrate the ability to co-ordinate merchandise presentation and display, including accurate pricing and ticketing, according to store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRM.3A: Co-ordinate Merchandise Presentation is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRM.3A: Co-ordinate Merchandise Presentation which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills,* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment,* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedure manuals on merchandising and occupational health and safety
  - manufacturers' instructions/operation manuals on electronic ticketing equipment
  - legislation and statutory requirements, including consumer law
  - industry codes of practice, including:
    - Supermarket Scanning Code
    - Jewellery and Timepieces Industry Code
  - Trade Practices and Fair Trading Acts, particularly for pricing and ticketing
- access to a work team
- qualified workplace assessor.

WRRM.4A　Co-ordinate Housekeeping

This unit requires a level of competency involving the responsibility for ensuring staff members maintain housekeeping.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
M.4.1　Implement Housekeeping Policies	ᵛ Store policies and procedures implemented to ensure counter, point of sales area, fixtures, displays, walkways and other work areas maintained in a clean and tidy manner.
	ᵛ Individual and team performance monitored to ensure housekeeping standards maintained according to store policy.
	ᵛ Regular schedule/roster for store/department housekeeping tasks and inspections developed and maintained.
	ᵛ Team members informed of individual responsibilities for housekeeping tasks.
	ᵛ Procedures for prompt waste removal especially spillages on floors implemented according to store policy.
	ᵛ Supply and maintenance of housekeeping equipment and materials co-ordinated according to store policy.
	ᵛ Store procedures for safe storage of housekeeping equipment ensured.
	ᵛ Suggestions for improvements in procedures reported to management according to store policy.

RANGE OF VARIABLES

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:

ᵛ Store policies and procedures in regard to housekeeping.

ᵛ Size, type and location of store.

ᵛ Store merchandise and service range.

ᵛ Handling techniques may vary according to stock characteristics and industry codes of practice.

ᵛ Range of responsibilities/job description.

ᵛ Type of housekeeping/maintenance equipment used.

ᵛ Maintenance, use and storage of cleaning equipment.

ᵛ Levels of staffing, eg. staff shortages.

ᵛ Varying levels of staff training.

ᵛ Routine or busy trading conditions.

ᵛ Full-time, part-time or casual staff.

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.

This unit assumes and builds on competency in Unit WRRM.2A: Perform Routine Housekeeping Duties.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

v   consistently applying store policies and procedures in regard to housekeeping duties in work area, point of sales terminals, walkways and fixtures/display areas

v   implementing and monitoring store housekeeping policies and procedures including prompt waste/spillage removal and occupational health and safety legislation/regulations/codes of practice

v   developing and maintaining regular housekeeping schedules/rosters

v   informing staff of responsibilities for housekeeping tasks

v   monitoring individual and team performance ensuring housekeeping standards are maintained

v   co-ordinating supply, maintenance and safe storage of housekeeping equipment and materials

v   reporting suggestions for improvements in procedures to management.

Underpinning Knowledge and Skills

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

v   Knowledge and application of store policies and procedures, in regard to:

- housekeeping
- location, use and maintenance of cleaning materials and protective clothing
- disposal of waste products including hazardous materials and environment protection.

v   Knowledge, understanding and application of relevant:

- occupational health and safety legislation/regulations/codes of practice
- 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
- legislation and statutory requirements, including:
  - manual handling regulations and codes of practice
  - plant and equipment regulations
  - hazardous substances legislation
  - dangerous goods legislation
- industry codes of practice.

ᵥ 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

ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

ᵥ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵥ Literacy skills in regard to:

- reporting procedures
- reading and interpreting store policies and procedures
- reading and interpreting manufacturer's instructions.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2		2	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRM.4A: Co-ordinate Housekeeping, the candidate will demonstrate the ability to implement, co-ordinate and maintain housekeeping in the store according to policies and procedures.

Unit assessment exemplars are available in the *Guide for Assessment Activities* for Certificate III in Retail Operations.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRM.4A: Co-ordinate Housekeeping is a Phase B unit within Certificate III in Retail Operations. All Phase B units are essential. The other Phase B units are:

WRRLP.3A: Maintain Store Safety
WRRLP.4A: Maintain Store Security

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Implementing Policies to Protect Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

v   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRM.4A: Co-ordinate Housekeeping, which are critical to the theme *Implementing Policies to Protect Against Loss* in order to ensure that the store does not lose customers, money or stock through carelessness or theft, including demonstrating an ability to identify the skills required by team members in housekeeping, safety and security and implementing a strategy to apply the appropriate work practices.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase B .

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν a retail environment

ν cleaning/store housekeeping equipment and materials

ν relevant documentation, such as:

- store policy and procedure manuals on house cleaning and occupational health and safety

- manufacturers' instructions/operation manuals on cleaning equipment and materials

- Manual Handling Regulations and Codes of Practice

- Plant and Equipment Regulations

- Hazardous Substances Legislation

- Dangerous Goods Legislation.

ν access to a work team

ν qualified workplace assessor.

National Wholesale Retail and Personal Services Industry Training Council LTD

**Suite 2E
9 Burwood Road
Burwood NSW 2134**

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Core Skill Area

Inventory

NATIONAL RETAIL TRAINING PACKAGE-WRR97
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRI.1A
Perform Stock Control Procedures

I 1.1	Receive and Process Incoming Goods
I 1.2	Rotate Stock
I 1.3	Participate in Stocktake
I 1.4	Reorder Stock
I 1.5	Dispatch Goods

Unit WRRI.2A
Maintain Stock Control

I 2.1	Monitor Receipt and Dispatch of Goods
I 2.2	Maintain Stock Records
I 2.3	Co-ordinate Stocktake/Cyclical Count
I 2.4	Identify Stock Losses

Unit WRRI.3A
Order Stock

I 3.1	Process Order
I 3.2	Follow up Order

Unit WRRI.4A
Buy Merchandise

I 4.1	Analyse Market
I 4.2	Plan Product Range
I 4.3	Establish Supplier Relations
I 4.4	Negotiate Supply of Goods
I 4.5	Monitor Quality Control
I 4.6	Introduce Product Range
I 4.7	Maximise Profit
I 4.8	Rationalise Stock

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	INVENTORY UNIT TITLES
WRRI.1	A	Perform Stock Control Procedures
WRRI.2	A	Maintain Stock Control
WRRI.3	A	Order Stock
WRRI.4	A	Buy Merchandise

WRRI.1A

Perform Stock Control Procedures

This unit involves the handling of stock. It includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
I.1.1 Receive and Process Incoming Goods	v Cleanliness and orderliness in receiving bay maintained according to store policy.
	v Goods unpacked using correct techniques and equipment in line with store policy.
	v Packing materials removed and disposed of promptly according to store policy.
	v Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.
	v Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.
	v Stock levels accurately recorded on store stock systems, according to store policy.
	v Secure storage of goods arranged according to store policy and government legislation.
	v Stock dispatched to appropriate area/department.
	v Stock price and code labels applied when required according to store policy.
I.1.2 Rotate Stock	v Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.
	v Excess stock placed in storage or disposed of in accordance with store policy.
	v Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and government legislation.

ELEMENT OF COMPETENCY	**PERFORMANCE CRITERIA**

I.1.3 **Participate in Stocktake**

ᵥ Stocktaking and cyclical counts assisted with, according to store policy/procedures.

ᵥ Stock records documentation completed according to store stock control system.

ᵥ Discrepancies in stock recorded and reported.

ᵥ Electronic recording equipment operated and maintained according to manufacturer's specifications.

I.1.4 **Reorder Stock**

ᵥ Minimum stock levels identified according to store policy.

ᵥ Stock requisition forms or electronic orders completed accurately.

ᵥ Undelivered stock orders identified on stock system and followed up without undue delay.

I.1.5 **Dispatch Goods**

ᵥ Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.

ᵥ Credit request documentation completed according to store procedure.

ᵥ Goods stored securely while awaiting dispatch.

ᵥ Delivery documentation completed according to store procedures.

ᵥ Special delivery instructions noted.

ᵥ Items packed safely and securely to avoid damage in transit.

RANGE OF VARIABLES

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:

ᵥ   Store policies and procedures in regard to stock control and dispatch.

ᵥ   Size type and location of store.

ᵥ   Manual or electronic stock recording.

ᵥ   Stocktakes may be cyclical or compliance driven.

ᵥ   Type of equipment.

ᵥ   Store merchandise range.

ᵥ   Seasonal and supplier availability.

ᵥ   Merchandise may need to conform to established quality guidelines.

ᵥ   Store stock control may include checking incoming or existing stock and special orders.

ᵥ   Stock may be moved manually or mechanically.

ᵥ   Delivery procedures.

ᵥ   Levels of staffing, eg. staff shortages.

ᵥ   Varying levels of staff training.

ᵥ   Routine or busy trading conditions.

ᵥ   Full-time, part-time or casual staff.

ᵥ   Handling techniques may vary according to stock characteristics and industry codes of practice.

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:

ᵥ consistently applying store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control

ᵥ consistently applying safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice

ᵥ interpreting and applying manufacturers' instructions with regard to handling stock and using relevant equipment

ᵥ receiving and processing incoming goods and dispatching outgoing goods according to store policies and procedures

ᵥ rotating stock and reordering stock/maintaining stock levels according to store policies and procedures

ᵥ assisting with stocktaking and cyclical counts according to store policies and procedures

ᵥ interpreting and processing information accurately and responsibly.

Underpinning Knowledge and Skills

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

ᵥ Operational 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.

ᵥ Knowledge of manual handling and safe lifting techniques.

v   Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice, including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code

- occupational health and safety regulations.

v   Operational skills and techniques in:

- following set routines and procedures

- use of electronic labelling/ticketing equipment.

v   Literacy and numeracy skills in regard to stock records and delivery documentation.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	1	**1**	1	**1**

Note: The key competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRI.1A: Perform Stock Control Procedures, the candidate will demonstrate the ability to process a specified range of stock and undertake stocktaking procedures in accordance with store policy.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRI.1A: Perform Stock Control Procedures is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

    WRRCS.2A: Apply Point of Sale Handling Procedures
    WRRLP.2A: Minimise Theft
    WRRCS.3A: Interact With Customers
    WRRF.1A: Balance the Register/Terminal.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Protecting the Store Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRI.1A: Perform Stock Control Procedures which are critical to the theme of *Protecting the Store Against Loss* including customers, money and/or stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν access to relevant equipment:

- stock moving equipment
- manual and electronic labelling/ticketing equipment
- computers/stock recording equipment.

ν relevant documentation, such as:

- invoices/packing slips/dispatch documents/order forms
- recording/tally sheets
- store policy and procedure manuals.
- occupational health and safety regulations
- legislation and statutory requirements including consumer law
- industry codes of practice, including:
  – Supermarket Scanning Code
  – Jewellery and Timepieces Industry Code

ν qualified workplace assessor

WRRI.2A Maintain Stock Control

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.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
I.2.1 Monitor Receipt and Dispatch of Goods	v Responsibility for receipt and dispatch of goods delegated to appropriate staff.
	v Store procedures implemented in regard to receipt, dispatch and secure storage of goods.
	v Staff functions observed to ensure store procedures are followed and documentation is completed correctly.
	v Store procedures implemented to ensure goods inspected for quantity and quality on receipt.
	v Variations to quantity and quality of delivered goods acted upon according to store policy.
	v Safe handling and storage of goods supervised in line with store policy.
I.2.2 Maintain Stock Records	v Stock levels monitored and maintained at required levels.
	v Stock reorder cycles maintained, monitored and adjusted as required.
	v Team members informed of their individual responsibilities in regard to recording of stock.
	v Stock storage and movement records maintained in line with store policy.
	v Stock discrepancies recorded and procedures followed according to store policy.
	v Stock performance monitored and fast/slow selling items identified and reported according to store policy.

I.2.3 **Co-ordinate Stocktake/Cyclical Count**

- v Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.
- v Staff rostered according to allocated budget and time constraints.
- v Stocktaking tasks allocated to individual team members.
- v Team members provided with clear directions for the performance of each task.
- v Team members allocated to ensure effective use of staff resources to complete task.
- v Accurate reports on stocktake data, including discrepancies produced for management.

I.2.4 **Identify Stock Losses**

- v Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.
- v Avoidable losses identified and reasons established. Possible solutions recommended and implemented.

RANGE OF VARIABLES

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:

- Store policies and procedures in regard to stock control.
- Size, type and location of store.
- Store merchandise and product range.
- Seasonal and supplier availability.
- Handling techniques may vary according to stock characteristics and industry codes of practice.
- Store stock control system.
- Range of responsibilities/job description.
- Budget and time constraints.
- Type of equipment used.
- Stock recording systems may be manual or electronic.
- Stock transfers may involve inter and intra store/department.
- Procedures for investigating discrepancies.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.

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.

This unit assumes and builds on competency in Unit WRRI.1A: Perform Stock Control Procedures.

This unit must be taken in conjunction with WRRI.3A: Order Stock.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵛ consistently implementing and monitoring store policy/procedures regarding receipt, dispatch and secure storage of goods

ᵛ regular monitoring of staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods

ᵛ monitoring stock levels, storage, movement and reorder cycles on a regular basis

ᵛ organising and co-ordinating stock take, according to store policy and procedures.

Underpinning Knowledge and Skills

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

ᵛ Knowledge and application of store policies and procedures, in regard to:

- stock control
- store merchandising system:
    - bar codes
    - labels
    - price tags.
- store stock recording system
- stock replenishment/reorder procedures
- inter and intra store/department transfers
- reporting of stock discrepancies/damage
- identifying and recording stock losses
- identifying and recording discrepancies
- receipt and dispatch of goods including inspection for quality and quantity.

ᵛ Knowledge, understanding and application of relevant:

- legislation and statutory requirements including consumer law
- industry codes of practice including food handling codes
- occupational health and safety legislation/regulations/codes of practice, including:
    - Manual Handling Regulations and Codes of Practice
    - Plant and Equipment Regulations

ᵥ Knowledge and skills in:

- store stocktaking systems
- use of electronic recording equipment where relevant.

ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- time management
- verbal and non verbal communication
- team leadership

ᵥ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵥ Literacy and numeracy in regard to stock control reports and documentation

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	**2**	**2**	2

Note: Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRI.2A: Maintain Stock Control, the candidate will demonstrate the ability to co-ordinate stocktake/cyclical counts, to monitor and maintain stock records, ensuring that goods are received and dispatched according to store policy and procedures and that stock losses are identified and recorded.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRI.2A: Maintain Stock Control is either a Phase C, a Phase D or a Phase E unit within Certificate III in Retail Operations. Phase C, Phase D and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C, Phase D and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C, Phase D or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*
Phase E: *Co-ordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRI.2A: Maintain Stock Control, which are critical to either the theme of Phase C, the theme of Phase D, or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

The Phase E theme, *Coordinating Retail Office Functions* requires the candidate to demonstrate an ability to coordinate a team within the elected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C, Phase D or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ᵛ a retail environment

ᵛ relevant documentation, such as:

- store policy and procedures for receipt and dispatch of goods

- store procedures for stock take

- occupational health and safety legislation/regulations/codes of practice

- industry codes of practice

- legislation and statutory requirements.

ᵛ qualified workplace assessor.

WRRI.3A Order Stock

This unit requires competencies which include networking and administrative skills while working under the supervision of the store buyer.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
I.3.1 **Process Order**	˅ Orders for stock processed/raised as requested according to store policies and procedures.
	˅ Ordering and recording system accurately maintained.
	˅ Availability of sample range ensured according to buying plan.
	˅ Pricing materials ordered as required.
	˅ Negotiated purchase and supply agreements recorded accurately and filed for retrieval.
I.3.2 **Follow up Order**	˅ Delivery process monitored to meet agreed deadlines.
	˅ Routine supply problems handled or referred to management as required by store policy.
	˅ Continuous liaison with buyers, store/departments, warehouse and suppliers to ensure continuity of supply.
	˅ Stock distributed according to store/department allocation.

RANGE OF VARIABLES

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:

- Store merchandise and marketing policies.
- Type of market and customer needs.
- Store merchandise and product range.
- Product range may be existing or new.
- Store pricing, labelling, packaging requirements.
- Type and location of suppliers
- Suppliers may be existing or new contacts.
- Local or overseas suppliers.
- Store quality control policies and procedures.
- Staff training policies and procedures.
- Range of responsibility/job description.

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.

This unit assumes and builds on competency in Unit WRRI.1A: Perform Stock Control Procedures.

This unit must be taken in conjunction with WRRI.2A: Maintain Stock Control.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently raising/processing stock orders and maintaining record system according to store policies and procedures

ν monitoring delivery processes and distributing stock to ensure continuity of supply.

Underpinning Knowledge and Skills

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

ν Knowledge and application of store policies and procedures, in regard to:

- store merchandising and marketing
- range of merchandise
- current and future stock levels
- inter and infra store/department transfer procedures
- existing suppliers
- store quality control procedures and requirements.

ν Knowledge of principles and techniques in:

- communicating ideas and information
- planning and organising activities
- solving problems
- negotiation processes

ν Literacy and numeracy skills in regard to:

- processing/raising stock orders
- maintaining stock ordering and recording system
- maintaining delivery and supply records
- stock distribution records.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRI.3A: Order Stock, the candidate will demonstrate the ability to ensure that orders for goods are processed according to store policy and follow up procedures are carried out, as required.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRI.3A Order Stock is either a Phase C, a Phase D or a Phase E unit within Certificate III in Retail Operations. Phase C, Phase D and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C, Phase D and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C, Phase D or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*
Phase E: *Co-ordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

EVIDENCE GUIDE

The assessment will integrate those aspects of Unit WRRI.3A Order Stock, which are critical to either the theme of Phase C, the theme of Phase D, or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

The Phase E theme, *Coordinating Retail Office Functions* requires the candidate to demonstrate an ability to coordinate a team within the elected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C, Phase D or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν   a retail environment

ν   relevant documentation, such as:

- store merchandising and marketing policy and procedures

- inter and intra store/department transfer procedures

- store quality control procedures and requirements.

ν   qualified workplace assessor.

WRRI.4A   Buy Merchandise

This unit requires a level of competencies which involve market analysis, planning and introduction of product ranges, establishing contacts with suppliers and setting selling prices to maximise profits.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
I.4.1 Analyse Market	ᵥ Store marketing policies analysed and identified.
	ᵥ Customer requirements monitored formally and informally in order to evaluate market trends and customer needs.
	ᵥ New products and services researched.
	ᵥ Opportunities to improve sales identified and considered.
	ᵥ Merchandise range monitored to identify the demand for individual items and seasonal variations.
	ᵥ Market competition monitored.
I.4.2 Plan Product Range	ᵥ Buying plan developed and implemented in accordance with store merchandise policies, market analysis, sales performance of line, stock availability and fashion trends.
	ᵥ Future directions for merchandise ranges determined according to store policies.
	ᵥ Relevant staff liaised with to co-ordinate promotional and marketing activities.
	ᵥ Store/department sales figures analysed to determine contribution rates of product lines.
	ᵥ Investment levels determined with reference to previous years' sales figures, predicted demand and projected gross profit.
	ᵥ Contribution improvement opportunities identified and acted upon.
	ᵥ Store/department space requirements and brand product mix determined according to store policy.
	ᵥ Stock levels determined according to peak seasons, special events and supplier's lead time.
	ᵥ Analyse, evaluate and amend stock range and sources of supply according to management, staff and customer feedback.

I.4.3 Establish Supplier Relations

- v Co-operative relationships with supplier representatives developed according to store policy.

- v Existing suppliers continuously assessed in regard to quality, profitability, service and delivery status.

- v New suppliers identified and existing suppliers deleted according to performance indicators of price, quality, performance, supply reliability and merchandise range.

I.4.4 Negotiate Supply of Goods

- v Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.

- v Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.

- v Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

- v Market factors affecting supply identified and communicated to relevant personnel.

- v Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines.

- v Immediate corrective action taken where potential or actual problems with supply indicated.

- v New suppliers identified and developed to maintain and improve sales and service delivery.

- v Analyse, evaluate and amend stock range and source of supply according to management, staff and customer feedback.

I.4.5 Monitor Quality Control

- v Merchandise quality standards established with suppliers according to legal requirements, customer requirements and store policy.

- v Quality of merchandise monitored and ensured during supply, manufacture and delivery processes.

- v Stock return figures recorded and analysed against target figure.

I.4.6 **Introduce Product Range**

ᵥ Store/area managers/staff informed of new product ranges and advised of preferred location of merchandise.

ᵥ Staff training in product knowledge implemented to introduce product range.

ᵥ New ranges demonstrated/displayed to staff according to store merchandising plan.

I.4.7 **Maximise Profit**

ᵥ Individual product range contributions are calculated/estimated against budget/targets.

ᵥ Product range assessment checks developed and implemented against budget/targets.

ᵥ Overall selling space contributions calculated/estimated according to store merchandising plan.

ᵥ Profit margins maximised in negotiations with suppliers.

ᵥ Store pricing policies determined, according to stated net profit margin in store merchandising plan and consumer law.

ᵥ Specifications for terms of trade negotiated in regard to:

− special buys
− payment terms
− promotional deals with suppliers.

I.4.8 **Rationalise Stock**

ᵥ Stock range reviewed and updated at regular intervals.

ᵥ Stock lines to be deleted identified and action taken to minimise adverse effect on profit.

ᵥ Stock consolidated as required to maximise sales potential.

RANGE OF VARIABLES

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:

ν   Store merchandise and marketing policies which may include:
  − store culture
  − current market position
  − target markets.

ν   Size, type and location of store.

ν   Type of market and customer needs.

ν   Store merchandise and product range.

ν   Product range may be existing or new.

ν   Store pricing, labelling and packaging requirements.

ν   Types and location of suppliers.

ν   Local or overseas suppliers.

ν   Store quality control policies and procedures.

ν   Suppliers may be existing or new contacts.

ν   Staff training policies and procedures.

ν   Sources of supply may be internal or external.

ν   Negotiation process may include:
  − face to face
  − correspondence
  − meetings
  − telephone or electronic media.

ν   Reasons for deletion of stock lines may include:
  − changes in store policy/culture
  − sales performance
  − customer requirements
  − fashion trends
  − product availability
  − problems with supply.

ν   Stock consolidation may include:
  − movement of stock between departments or stores.

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:

ν consistently applying store policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies

ν applying market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintaining of supplier relations and quality control, according to the range of variables

ν accurately interpreting market trends and applying to the store situation to create opportunities to improve sales and services, while maximising profits

ν analysing market and planning the introduction of a product and service range

ν identifying suppliers, negotiating supply of goods, rationalising stock and monitoring quality control

ν training/communicating information to and from staff/team members, in regard to stock and merchandise and service range.

Underpinning Knowledge and Skills

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

ν Broad 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.

ν Broad knowledge of industry/store, including:

- market needs
- range of merchandise available
- market competition
- existing and possible new suppliers
- channels of distribution

ᵛ Broad knowledge of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice, including:
    - Supermarket Scanning Code
    - Jewellery and Timepieces Industry Code

ᵛ Knowledge and techniques in:

- collecting, analysing and organising information, including evaluation and analysis of:
    - market trends and projections
    - sales figures and investment levels
    - space requirements

- communicating ideas and information, including:
    - negotiation skills
    - group presentation skills

- planning and organising activities

- solving problems

- using and applying technology, including electronic data interchange.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	3	3	3

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRI.4A: Buy Merchandise, the candidate should provide evidence of the ability to develop, implement and monitor an appropriate buying plan, according to store merchandising policy, including evidence of the ability to undertake and act on market analysis, manage the supply, profitability, introduction of new stock, and, where required, the rationalisation of stock.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRI.4A: Buy Merchandise is an elective unit in the Buying Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

    Phase B: *Leading and Managing People*
    Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRI.4A: Buy Merchandise, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ   a real or simulated retail environment

ᵥ   access to relevant information and documentation, including:

- store policies and procedures

- legislation and statutory requirements

- industry codes of practice

- merchandise/supplier data

ᵥ   qualified workplace assessor.

NATIONAL WRAPS

National Wholesale
Retail and Personal
Services Industry
Training Council LTD

S u i t e 2 E
9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Core Skill Area and Specialist Skill Area

Loss
Prevention

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRLP.1A
Apply Safe Working Practices

LP 1.1   Observe Basic Safety Procedures
LP 1.2   Observe Emergency Procedures

Unit WRRLP.2A
Minimise Theft

LP 2.1   Apply Routine Store Security
LP 2.2   Minimise Theft

Unit WRRLP.3A
Maintain Store Safety

LP 3.1   Inform Team Members
LP 3.2   Involve Team Members
LP 3.3   Monitor and Maintain a Safe
          Working Environment
LP 3.4   Implement Emergency Procedures
LP 3.5   Identify Need for Occupational
          Health and Safety Training
LP 3.6   Maintain Occupational Health
          and Safety Records

Unit WRRLP.4A
Maintain Store Security

LP 4.1   Monitor and Maintain Store Security

Unit WRRLP.5A
Apply Store Security Systems and Procedures

LP 5.1   Maintain Store Security Systems
LP 5.2   Deal with Potentially Unsecured
          Situations
LP 5.3   Detect and Apprehend Thieves
LP 5.4   Apply Post Apprehension Procedures

Note: Unit WRRLP.5A is a Specialist Skill Area

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	LOSS PREVENTION UNIT TITLES
WRRLP.1	A	Apply Safe Working Practices
WRRLP.2	A	Minimise Theft
WRRLP.3	A	Maintain Store Safety
WRRLP.4	A	Maintain Store Security
WRRLP.5	A	Apply Store Security Systems and Procedures

WRRLP.1A

Apply Safe Working Practices

This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to maintain a safe workplace for staff, customers and others.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

LP.1.1   **Observe Basic Safety Procedures**

ᵥ Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements and according to store policy.

ᵥ All unsafe situations recognised and reported according to store policy.

ᵥ All breakdowns in relation to machinery and equipment reported to supervisor.

ᵥ Fire and safety hazards identified and necessary precautions taken or reported according to store policy and procedures.

ᵥ Dangerous goods and substances identified, handled and stored according to store policy and procedures and occupational health and safety regulations and requirements.

ᵥ Store policy regarding manual handling practice followed.

ᵥ Participation in consultative arrangements established by company for occupational health and safety demonstrated.

LP.1.2   **Observe Emergency Procedures**

ᵥ Store policies and procedures in regard to illness or accident identified and observed.

ᵥ Safety alarms identified accurately.

ᵥ Qualified person contacted in the event of accident or sickness of customers or staff and accident details correctly recorded according to store accident/injury procedures.

ᵥ Store evacuation procedures identified and observed according to store policy.

RANGE OF VARIABLES

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:

v   Relevant occupational health and safety legislation and codes of practice.

v   Store policies and procedures in regard to occupational health and safety, general duty of care and emergency procedures.

v   Relevant store policies and procedures should include:
   − hazard policies and procedures
   − emergency, fire and accident procedures
   − personal safety procedures
   − procedures for the use of personal protective clothing and equipment
   − use of motor vehicles
   − hazard identification
   − issue resolution procedures
   − job procedures
   − work instructions.

v   Size, type and location of store.

v   Store, merchandise and service range.

v   Type of tools and equipment used.

v   Occupational health and safety procedures may deal with:
   − safe manual handling and lifting
   − customers
   − staff
   − equipment/tools
   − premises
   − stock.

v   Unsafe situations may deal with but are not restricted to:
   − sharp cutting tools and instruments
   − electricity and water
   − toxic substances
   − damaged packing material or containers
   − broken or damaged equipment
   − inflammable materials and fire hazards
   − lifting practices
   − spillages
   − waste and debris, especially on floors
   − ladders
   − trolleys
   − glue guns/burns.

v   Emergency procedures may include: sickness, accidents, fire or store evacuation involving staff or customers.

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:

ᵥ consistently applying safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.

ᵥ consistently applying store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.

ᵥ identifying hazardous situations and rectifying where appropriate, or reporting to the relevant personnel according to store policy and procedures.

ᵥ reading, accurately interpreting and consistently applying manufacturers' instructions for storage and use of hazardous goods.

ᵥ knowing store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.

Underpinning Knowledge and Skills

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

ᵥ Operational knowledge of store policies and procedures, in regard to:

- occupational health and safety and emergency procedures, which will take into account where applicable, local and state government regulations/requirements

- emergency evacuation of store

- events likely to endanger staff or customers

- consultative committees

- reporting procedures.

ᵥ Basic operational knowledge of relevant:

- occupational health and safety regulations

- legislation and statutory requirements

- industry codes of practice.

ᵥ Operational knowledge of identification and reporting procedures in regard to:

- unsafe situations

- broken or damaged equipment or fittings

- fire/chemical/electrical hazards

- spills/leakage of materials

- accidents/sickness.

ᵛ Operational skills and techniques 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.

ᵛ Literacy skills in reading and interpreting instructions

ᵛ Numeracy skills in estimating weights, size, quantities and mixtures

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	**1**	1		**1**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.1A: Apply Safe Working Practices, the candidate will demonstrate the ability to identify typical workplace hazards and make suggestions for dealing with such hazards in order to maintain a safe workplace.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRLP.1A: Apply Safe Working Practices is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

WRRCS.1A: Communicate in the Workplace
WRRER.1A: Work Effectively in a Retail Environment
WRRM.2A: Perform Routine Housekeeping Duties
WRRCA.1A: Operate Retail Equipment.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Developing Good Working Habits*.

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.1A: Apply Safe Working Practices which are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν suitable equipment and materials for lifting

ν relevant documentation, such as:

- store policy and procedure manuals

- manufacturers' instructions/operation manuals

- occupational health and safety regulations

- legislation and statutory requirements

- industry codes of practice.

ν qualified workplace assessor.

WRRLP.2A   Minimise Theft

This unit encompasses the competencies necessary to maintain a secure workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

LP.2.1   **Apply Routine Store Security**

- Store security systems and procedures applied according to store policy.
- Cash handled and secured according to store policy.
- Suspect behaviour by customers observed and dealt with according to store policy.
- Internal and external theft dealt with according to store policy.
- Products and equipment stored in a secure manner.

LP.2.2   **Minimise Theft**

- Appropriate action taken to minimise theft by applying store procedures.
- Merchandise matched to correct price tags.
- Surveillance of merchandise which can be easily stolen maintained according to store policy and industry codes of practice.
- Customers' bags checked as required at point of sale according to store policy and industry codes of practice.
- Security of cash, cash register and keys maintained according to store policy.
- Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.
- Suspected or potential thieves dealt with according to store policy and procedures.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to security.

ᵥ Store policies will take into account local and state security legislation and industry codes of practice.

ᵥ Size and type and location of store.

ᵥ Store merchandise and service range.

ᵥ Merchandise may be covered by special security requirements.

ᵥ Types of security equipment.

ᵥ Security procedures may deal with:
  − customers
  − staff
  − keys
  − visitors, sales representatives, contractors, vendors
  − stock
  − records
  − cash, credit
  − equipment
  − premises
  − armed hold-up.

ᵥ Security equipment used eg. alarm systems, video surveillance, mirrors, locked and secure areas.

ᵥ Levels of staffing, eg. staff shortages.

ᵥ Varying levels of staff training.

ᵥ Routine or busy trading conditions.

ᵥ Full-time, part-time or casual staff.

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:

ν   consistently applying store policies and procedures and industry codes of practice, in regard to store security and theft prevention

ν   consistently applying store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel

ν   monitoring stock, work area, customers and staff to minimise opportunities for theft.

Underpinning Knowledge and Skills

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

ν   Operational knowledge of store policies and procedures, in regard to:

- security
- checking customers' bags and purchases
- reporting problems and faults.

ν   Basic operational knowledge of relevant:

- legislation and statutory requirements, particularly in regard to checking customers' bags and purchases, including criminal law, property offences, consumer law
- Trade Practices Act and Fair Trading Act

ν   Operational knowledge of:

- store merchandising system including price tags, label, bar codes, and price lists/catalogues
- security procedures relating to cash handling, credit cards, EFTPOS and cheque transactions
- location and operation of store security equipment, including video surveillance, alarms, dye tags, etc.
- reporting procedures for external/internal theft or suspicious circumstances.

ν   Literacy and numeracy skills in:

- recording of stolen items
- reporting of theft

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	**1**	1		**1**	**1**

Note: Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.2A: Minimise Theft, the candidate will demonstrate the ability to follow store security procedures and store procedures to minimise theft in a range of retail situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRLP.2A: Minimise Theft is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

WRRCS.2A: Apply Point of Sale Handling Procedures
WRRCS.3A: Interact With Customers
WRRI.1A: Perform Stock Control Procedures
WRRF.1A: Balance the Register/Terminal.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Protecting the Store Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.2A: Minimise Theft which are critical to the theme of *Protecting the Store Against Loss* including customers, money and/or stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ a real or simulated retail environment

ᵛ relevant documentation, such as:

- store policy and procedure manuals

- legislation and statutory regulations

- industry codes of practice

- Trade Practices Act and Fair Trading Act

ᵛ relevant security equipment

ᵛ point of sale equipment

ᵛ qualified workplace assessor.

WRRLP.3A   Maintain Store Safety

This unit is based on Workplace Australia Guidelines and requires a level of competency involving the responsibility for ensuring staff members maintain occupational health and safety and emergency procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
LP.3.1 **Inform Team Members**	ᵛ Store policies and procedures in regard to occupational health and safety and emergency procedures clearly and accurately explained to team members.
	ᵛ Team members given access to store policy.
	ᵛ Relevant provisions of occupational health and safety legislation and codes clearly and accurately explained to team members.
	ᵛ Information on identified hazards and risk control procedures regularly provided and clearly and accurately explained to team members.
LP.3.2 **Involve Team Members**	ᵛ Provide opportunities and processes for team members to consult and contribute on occupational health and safety issues according to store policy.
	ᵛ Issues raised, resolved promptly or referred to relevant personnel according to store policy.
	ᵛ Outcomes of issues raised on occupational health and safety matters promptly conveyed to team members.
LP.3.3 **Monitor and Maintain a Safe Working Environment**	ᵛ Store policies and procedures implemented with regard to identification, prevention and reporting of potential hazards.
	ᵛ Prompt action taken to deal with hazardous events according to store policies.
	ᵛ 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.
	ᵛ 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.
	ᵛ Hazardous goods handled and stored in accordance with store policy and Occupational Health and Safety Regulations.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

LP.3.3 **Monitor and Maintain a Safe Working Environment (Cont'd)**

ᵥ Equipment maintained in accordance with store policy and occupational health and safety regulations.

ᵥ Team performance monitored to ensure use of safe manual handling techniques.

LP.3.4 **Implement Emergency Procedures**

ᵥ Store emergency policies and procedures implemented promptly in the event of an emergency which 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.

LP.3.5 **Identify Need for Occupational Health and Safety Training**

ᵥ Occupational health and safety training needs identified accurately, specifying gaps between occupational health and safety competencies required and those held by team members.

ᵥ Training organised/arranged according to store policy.

LP.3.6 **Maintain Occupational Health and Safety Records**

ᵥ 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.

ᵥ Information from records used to identify hazards and monitor risk control procedures according to store policy.

RANGE OF VARIABLES

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:

ν   Store policies and procedures in regard to occupational health and safety and emergency procedures which will incorporate occupational health and safety regulations where applicable.

ν   Size, type and location of store.

ν   Store merchandise and service range.

ν   Type of tools and equipment used.

ν   Range of responsibilities/job description.

ν   Occupational health and safety procedures may deal with customers, staff, equipment, premises or stock.

ν   Emergencies may include:
   − sickness
   − accidents
   − fire
   − store evacuation involving staff or customers.
   − product recall/contamination
   − bomb threat

ν   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.

ν   Correct use of equipment and protective gear may include:
   − correct foot wear
   − protective gear (eyes, face, hands)
   − glue guns/burns
   − sharp instruments/cuts/disease control
   − safe manual handling.

ν   Information exhibited in the work area of responsibility in accordance with all relevant occupational health and safety requirements particularly with regard to:
   − 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.

RANGE OF VARIABLES (CONTINUED)

ν Hazardous events include accidents, fires and emergencies such as chemical spills or bomb threats.

ν Procedures for dealing with hazardous events include evacuation, chemical containment and first aid procedures according to store policies and procedures for:
  − inspection
  − housekeeping
  − consultation processes, either general or specific to occupational health and safety
  − training and assessment
  − specific hazard policies and procedures
  − occupational health and safety information
  − occupational health and safety record keeping
  − maintenance of plant and equipment.

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.

This unit assumes and builds on competency in Unit WRRLP.1A: Apply Safe Working Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ applying and monitoring store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to occupational health and safety and emergency procedures

ᵥ applying and monitoring safe work practices in the handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice

ᵥ interpreting and monitoring the implementation of manufacturers' instructions with regard to handling stock and using relevant equipment

ᵥ applying and monitoring safe work practices in the handling, storage and disposal of unsafe or hazardous materials

ᵥ identifying occupational health and safety training needs and maintaining occupational health and safety records.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and application 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.

ᵥ Knowledge and understanding of:
- 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 eg. for rotation
  - use of personal protective equipment.

- ᵥ Knowledge, understanding and application of relevant:
  - occupational health and safety legislation/regulations/codes of practice
  - equal opportunity principles
  - anti discrimination legislation.
- ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- ᵥ Knowledge of principles and techniques in:
  - planning and organising activities
  - solving problems
- ᵥ Literacy and numeracy skills in regard to interpreting and applying Occupational Health and Safety documents and reporting procedures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**		**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.3A: Maintain Store Safety, the candidate will demonstrate the ability to facilitate, monitor and maintain a safe workplace based on established occupational health and safety policies, including Workplace Australia guidelines and relevant legislation

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRLP.3A Maintain Store Safety is a Phase B unit within Certificate III in Retail Operations. All Phase B units are essential. The other Phase B units are:

WRRM.4A: Co-ordinate Housekeeping
WRRLP.4A: Maintain Store Security

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Implementing Policies to Protect Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ᵛ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵛ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.3A Maintain Store Safety, which are critical to the theme *Implementing Policies to Protect Against Loss* in order to ensure that the store does not lose customers, money or stock through carelessness or theft, including demonstrating an ability to identify the skills required by team members in housekeeping, safety and security and implementing a strategy to apply the appropriate work practices.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase B .

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν a retail environment

ν access to relevant equipment:

- stock moving equipment
- alarm systems
- fire-fighting equipment.
- communication equipment

ν relevant documentation, such as:

- occupational health and safety legislation
- store evacuation procedures
- store policy and procedure manuals.

ν qualified workplace assessor.

WRRLP.4A   Maintain Store Security

This unit requires a level of competency involving the responsibility for ensuring that staff members maximise store security.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
LP.4.1 Monitor and Maintain Store Security	ᵥ Store policies and procedures implemented to ensure store security maintained.
	ᵥ Security procedures are monitored and assessed according to store policy.
	ᵥ Procedures implemented to minimise theft of easily stolen merchandise.
	ᵥ Security of cash, cash register and keys maintained according to store policy.
	ᵥ Store procedures in regard to credit cash/cheque and EFTPOS transactions implemented.
	ᵥ Team members are informed of store policies and procedures in regard to security.
	ᵥ Team members provided with feedback in regard to implementation/non implementation of store security procedures.
	ᵥ Staff provided with on-going supervision and training to facilitate awareness and detection of theft.
	ᵥ Matters likely to affect store security reported according to store policy.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to security.

ᵥ Size, type and location of store.

ᵥ Store merchandise and service range.

ᵥ Type of security equipment used.

ᵥ 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.

ᵥ Range of responsibilities/job description.

ᵥ Levels of staffing, eg. staff shortages.

ᵥ Varying levels of staff training.

ᵥ Routine or busy trading conditions.

ᵥ Full-time, part-time or casual staff.

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.

This unit assumes and builds on competency in Unit WRRLP.2A: Minimise Theft.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν applying store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security

ν applying relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases

ν interpreting, applying and monitoring 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.

ν implementing store policies and procedures in regard to:

- informing staff regarding store security
- staff security supervisions and training

Underpinning Knowledge and Skills

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

ν Knowledge and application 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.

ν Knowledge, understanding and application of relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases.

ν Knowledge of store alarm and security systems.

ᵛ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback

- coaching

- performance analysis

- questioning/listening/observation

- group presentation

- team motivation

- negotiation

- verbal and non verbal communication

- team leadership

ᵛ Knowledge of principles and tecniques in:

- planning and organising activities

- solving problems

ᵛ Literacy skills in regard to interpreting and applying O&S documents and reporting procedures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.4A: Maintain Store Security, the candidate will demonstrate the ability to monitor and maintain a secure workplace through the implementation of store security policies and procedures, provision of information to team members and identification of security issues and training needs.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRLP.4A Maintain Store Security is a Phase B unit within Certificate III in Retail Operations. All Phase B units are essential. The other Phase B units are:

WRRLP.3A: Maintain Store Safety
WRRM.4A: Co-ordinate Housekeeping

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Implementing Policies to Protect Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

v   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.4A Maintain Store Security, which are critical to the theme *Implementing Policies to Protect Against Loss* in order to ensure that the store does not lose customers, money or stock through carelessness or theft, including demonstrating an ability to identify the skills required by team members in housekeeping, safety and security and implementing a strategy to apply the appropriate work practices.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase B .

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment.   The resources should relate specifically to store policies, procedures and range of stock and equipment.   Resources may include:

v   a retail environment

v   relevant documentation, such as:

- store policy and procedures in regard to security

- legislation and statutory requirements

- occupational health and safety legislation

v   access to relevant equipment, such as:

- alarm systems

- point of sale equipment

- communication equipment

v   qualified workplace assessor.

WRRLP.5A

Apply Store Security Systems and Procedures

This unit builds on Unit WRRLP.2A 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 or territory laws.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
LP.5.1 **Maintain Store Security Systems**	ᵥ Security equipment operated according to manufacturers instructions and store procedures.
	ᵥ Security equipment regularly checked to ensure operational effectiveness and faults/regular servicing organised in line with store procedures/manufacturers specifications.
	ᵥ Surveillance of specific store areas is applied in line with store procedures
	ᵥ Security data entered accurately and updated as required by store policy and procedures
LP.5.2 **Deal With Potentially Unsecured Situations**	ᵥ Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions.
LP.5.3 **Detect and Apprehend Thieves**	ᵥ Evidence associated with each theft offence is collected as required by the law of evidence under state or territory legal proceedings
	ᵥ Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures.
	ᵥ Apprehension and or arrest of thieves is facilitated in line with store procedures and state or territory law.
	ᵥ Store detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

LP.5.4   **Apply Post Apprehension Procedures**

ᵛ   Reports prepared for police/security personnel according to legal requirements and store procedures.

ᵛ   Appropriate requirements/processes applied with regard to:

- obtaining brief particulars
- recovery of merchandise
- searching offenders
- rights of offenders
- questioning offenders, according to state/territory law.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to the apprehension of thieves.

v   Size, type and location of store.

v   Store merchandise and service range.

v   Security equipment used in stores may include:
   − alarms
   − surveillance equipment such as cameras, closed circuit television
   − dye tags
   − security barcodes.

v   Store standard procedures for the operation of security equipment.

v   The elements of theft as defined by state or territory legislation, case law and/or common law.

v   Authority to apprehend thieves as described in state or territory legislation, case law or common law and as applied or permitted by store policies or procedures.

v   Post apprehension or arrest procedures as described by state or territory legislation.

v   Theft and other property offences may include:
   − customer and bag checking procedures
   − criminal deception (false pretences)
   − criminal (willful) damage

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.

This is a specialist skill unit which assumes and builds on competency in WRRLP.2A: Minimise Theft.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

∨ consistently and accurately operating store security equipment

∨ consistently applying store procedures and relevant state or territory legislation, case law or common law in relation to the detection and apprehension of offenders

∨ identifying and recording evidence in accordance with relevant state/territory legislation, case law or common law.

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 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.

∨ Knowledge of principles and skills in:

- surveillance techniques

∨ Knowledge, understanding and application of:

- relevant law and industry codes of practice and their application in relation to store polices 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

- occupation health and safety legislation/guidelines

∨ Knowledge of:

- theft statistics, annual cost of theft, thief profiles and categories

- definition of theft and larceny

∨ Literacy and numeracy skills in relation to interpreting legal documents, recording and reporting procedures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	3	3	**3**	**3**	**3**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.5A: Apply Store Security Systems and Procedures, the candidate will demonstrate the ability to undertake the detection and apprehension of thieves in the retail workplace, follow appropriate post-apprehension procedures, and use store security equipment.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRLP.5A: Apply Store Security Systems and Procedures is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.5A: Apply Store Security Systems and Procedures which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills,* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment,* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν a retail environment

ν relevant documentation, such as:

- theft statistics

- thief profiles

- legislation and statutory requirements relating to theft and property offences

- store policy and procedure manuals

ν access to equipment such as:

- security systems

- communication equipment

ν qualified workplace assessor.

NATIONAL WRAPS

National Wholesale Retail and Personal Services Industry Training Council LTD

Suite 2E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Core Skill Area

Employee Relations

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRER.1A
Work Effectively in a Retail Environment

ER 1.1   Act Responsibly
ER 1.2   Act in a Non-Discriminatory Manner
ER 1.3   Identify the Award/Agreement

Unit WRRER.2A
Co-ordinate Work Teams

ER 2.1   Monitor and Organise Staffing Levels
ER 2.2   Inform Team Members
ER 2.3   Coach on the Job
ER 2.4   Motivate the Team
ER 2.5   Maintain Staffing Records

Unit WRRER.3A
Maintain Employee Relations

ER 3.1   Identify the Awards/Agreements
ER 3.2   Identify and Minimise Potential
            Industrial Problems
ER 3.3   Implement Dispute Settlement
            Procedures

Unit WRRER.4A
Implement Staff Training

ER 4.1   Confirm the Need for Training
ER 4.2   Plan and Document Training
ER 4.3   Arrange Location and Resources
ER 4.4   Notify Trainees
ER 4.5   Prepare Trainees
ER 4.6   Instruct Trainees
ER 4.7   Provide Opportunities
ER 4.8   Confirm Trainee has Reached Required
            Standard of Performance
ER 4.9   Evaluate Training
ER 4.10 Record Training
ER 4.11 Provide Information on Training

Unit WRRER.5A
Assess Workplace Competencies

ER 5.1	Identify and Explain Assessment Context
ER 5.2	Plan Evidence Gathering Opportunities
ER 5.3	Organise Assessment
ER 5.4	Gather Evidence
ER 5.5	Make the Assessment Decision
ER 5.6	Record Assessment Results
ER 5.7	Provide Feedback to Person(s) Being Assessed
ER 5.8	Report on the Conduct of the Assessment

NATIONAL CODE	VERSION	EMPLOYEE RELATIONS UNIT TITLES
WRRER.1	A	Work Effectively in a Retail Environment
WRRER.2	A	Co-ordinate Work Teams
WRRER.3	A	Maintain Employee Relations
WRRER.4	A	Implement Staff Training
WRRER.5	A	Assess Workplace Competencies

WRRER.1A

Work Effectively in a Retail Environment

This unit is concerned with staff members behaving responsibly in the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ER.1.1 **Act Responsibly**	v Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures. v Staff rosters interpreted accurately.
ER.1.2 **Act in a Non-Discriminatory Manner**	v Non-discriminatory attitudes displayed when interacting with customers, staff or management. v Non-discriminatory language used consistently.
ER.1.3 **Identify the Award/Agreement**	v Relevant awards/enterprise agreements identified and interpreted accurately.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to workplace ethics.

ᵥ Store hours of operation.

ᵥ Policies regarding completing work out of hours.

ᵥ Relevant industry awards/enterprise agreements.

ᵥ Size, type and location of store.

ᵥ Peers and supervisors may come from a range of social, cultural and ethnic backgrounds.

ᵥ Peers and supervisors may have varying degrees of language and literacy levels.

ᵥ Range of responsibilities/job descriptions.

ᵥ Discrimination may occur between staff, customers or management.

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:

ᵥ consistently and responsibly applying store policies and procedures, in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description

ᵥ consistently applying store policies and procedures and legislatory requirements, in regard to external/internal client contact, especially the use of non discriminatory language and attitudes

ᵥ knowing employee's own rights and responsibilities in regards to awards/enterprise agreements.

Underpinning Knowledge and Skills

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

ᵥ Operational knowledge of store policies and procedures and legislative requirements in regard to:
   - workplace ethics.
   - 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

ᵥ Knowledge of:
   - store organisational structure
   - rights and responsibilities of employers and employees in retail workplace
   - forms of work in retail industry
   - major changes affecting retail workplaces

ᵥ Basic operational knowledge of relevant:
   - legislation and statutory requirements, such as:
     – equal opportunity legislation
     – equal employment opportunity legislation
     – anti-discrimination legislation.
   - industry awards / enterprise agreements.

ᵥ Literacy skills in reading workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	1	**1**		**1**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵛ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.1A: Work Effectively in a Retail Environment, the candidate will demonstrate understanding of their workplace award/agreement and the ability to act responsibly and interact in a non discriminatory way with staff and customers in a range of workplace situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRER.1A: Work Effectively in a Retail Environment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

WRRCS.1A: Communicate in the Workplace
WRRLP.1A: Apply Safe Working Practices
WRRM.2A: Perform Routine Housekeeping Duties
WRRCA.1A: Operate Retail Equipment.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Developing Good Working Habits.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.1A: Work Effectively in a Retail Environment which are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

EVIDENCE GUIDE (CONTINUED)

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν relevant documentation, such as:

- store/sample policies and procedures in regard to workplace ethics

- store/sample job descriptions and organisational charts

- store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace

- awards/enterprise agreements

- government legislation on EO, EEO and Anti discrimination

- store policy and procedure manuals.

ν qualified workplace assessor.

WRRER.2A Co-ordinate Work Teams

This unit requires a level of competency involving monitoring, coaching and motivation of other staff and creating an environment in which team members are motivated to achieve common objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ER.2.1 Monitor and Organise Staffing Levels	ᵥ Staffing levels and rosters in designated areas maintained within budget and according to store policy and procedures. ᵥ Team rostered according to anticipated sales peaks and statutory requirements. ᵥ Team members informed of individual rosters according to store policies and procedures. ᵥ Corrective action taken as needed according to staff availability.
ER.2.2 Inform Team Members	ᵥ Team informed of expected standards of work and behaviour required by store policy in a manner and at a level and pace appropriate to the individual. ᵥ Staff communication and motivation programs implemented according to store policy. ᵥ Store targets compared to individual/team results. ᵥ Staff meetings conducted to address issues within area of authority according to store policy. ᵥ New staff members inducted into teams according to store policy.
ER.2.3 Coach on the Job	ᵥ Opportunities to coach team members who are unfamiliar with specific procedures. ᵥ Team member made aware of the work application of the skill or job being taught. ᵥ A systematic approach is enlisted including explanation and demonstration where appropriate. ᵥ Trainees encouraged by positive comments and feedback from the trainer. ᵥ Feedback during instruction designed to help trainees learn from their mistakes. ᵥ Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement. ᵥ Trainees' performance evaluated according to store policies and procedures.

ER.2.4   **Motivate the Team**

ᵛ Strengths and weaknesses of team identified against current and anticipated work requirements.

ᵛ Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals.

ᵛ Team objectives/goals updated and reviewed on a regular basis in consultation with relevant staff members.

ᵛ Positive and constructive relationships developed with and between team members.

ᵛ All team members treated fairly, equally and with respect.

ᵛ Responsibility for developing own competencies accepted and realistic objectives identified.

ER.2.5   **Maintain Staffing Records**

ᵛ Staff records maintained in regard to:

– attendance
– leave entitlements
– training
– discipline

as required according to store policy and relevant awards and agreements.

RANGE OF VARIABLES

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:

ᵥ   Store policies and procedures in regard to human resources issues and staffing requirements.

ᵥ   Size, type and location of store.

ᵥ   Staff may come from a range of social cultural and ethnic backgrounds.

ᵥ   Staff may have varying degrees of language and literacy levels.

ᵥ   Routine or busy trading conditions.

ᵥ   Cost considerations in relation to staffing.

ᵥ   Store rostering system.

ᵥ   Staff records systems may be manual or electronic.

ᵥ   Communication with team may be face to face or written, individually or in groups.

ᵥ   Range of responsibilities/job descriptions.

ᵥ   Staff induction may include:
  − formal training program
  − one-to-one coaching.

ᵥ   Coaching may be done frequently or infrequently, formally or informally.

ᵥ   Staffing levels may vary according to:
  − peak trading times
  − special events
  − promotion
  − stocktakes
  − refurbishment.

ᵥ   Staff numbers

ᵥ   Staff may be full-time, part-time or casual.

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.

This unit assumes and builds on competency in Unit WRRER.1A: Work Effectively in a Retail Environment

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ consistently and responsibly applying store policies and procedures and ethical behaviour, in regard to the co-ordination of staff

ᵥ consistently applying store policies and procedures, in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff

ᵥ consistently and responsibly applying store policies and procedures, in regard to the induction of new staff

ᵥ consistently and responsibly applying store policies and procedures, in regard to maintaining staffing levels within budgetary constraints and in accordance with the range of variables

ᵥ consistently and responsibly applying store policies and procedures, in regard to the induction of new staff

ᵥ consistently applying state and local statutory requirements/regulations including relevant industry awards/agreements

ᵥ consistently applying appropriate communication and interpersonal skills and in accordance with the range of variables.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and application of store policies and procedures and legislative requirements, in regard to:

- workplace ethics
- work teams
- staffing rosters
- personnel records
- trainee assessment
- staff counselling and disciplinary procedures
- work/overtime periods
- meetings

ᵥ Knowledge and understanding of:

- store organisational structure

- rights and responsibilities of employers and employees in retail workplace

- employment classifications full/part-time, casual

- forms of work in retail

- major changes affecting retail workplaces.

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, such as:
    - equal opportunity legislation
    - equal employment opportunity legislation
    - anti-discrimination legislation

- industry awards/enterprise agreements

ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback

- coaching

- performance analysis

- questioning/listening/observation

- group presentation

- team motivation

- negotiation

- verbal and non verbal communication

- team leadership

ᵥ Knowledge of principles and techniques in:

- planning and organising activities

- solving problems

ᵥ Literacy skills in reading and interpreting workplace documents.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.2A: Co-ordinate Work Teams, the candidate will demonstrate the ability to monitor and organise staffing levels and performance, including maintaining records, and the ability to motivate and coach team members to increase performance.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRER.2A: Coordinate Work Teams is a Phase A unit within Certificate III in Retail Operations. All Phase A units are essential. The other Phase A unit is:

WRRER.3A: Maintain Employee Relations

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in Phase A has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Leading a Team*.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.2A: Coordinate Work Teams, which are critical to the theme *Leading a Team* in order to demonstrate an ability to create an environment in which team members work cooperatively towards the achievement of common goals by applying employee relations skills and knowledge, and by monitoring, coaching and motivating the team.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase A .

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

v   a retail environment

v   relevant documentation, such as:

- legislation and statutory requirements such as EO, EEO and Anti Discrimination

- award/enterprise agreement

- job descriptions/responsibilities

- training programs

- store policy and procedure manuals.

v   rostering and recording systems

v   access to a work team

v   qualified workplace assessor.

WRRER.3A Maintain Employee Relations

This unit involves the application of award/enterprise agreements, minimising of interpersonal conflict and applying dispute/grievance procedures or referring disputes to appropriate personnel.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ER.3.1 Identify the Awards/Agreements	ᵥ Relevant awards/enterprise agreements identified and interpreted accurately.
	ᵥ Relevant awards/enterprise agreements applied accurately and equally to all staff.
	ᵥ Staff regularly and accurately informed of changes in awards/enterprise agreements.
ER.3.2 Identify and Minimise Potential Industrial Problems	ᵥ Opportunities for staff to discuss problems which directly or indirectly affect their work regularly provided.
	ᵥ Staff counselled if required in a positive and constructive manner or referred to appropriate personnel when necessary.
	ᵥ Potential and actual conflicts between staff identified promptly and effective remedial action taken as soon as practicable.
	ᵥ Remedial action applied according to store policy and legislative requirements.
	ᵥ Records of conflict and outcomes maintained accurately and according to store policy.
ER.3.3 Implement Dispute Settlement Procedures	ᵥ Disputes or grievances promptly identified.
	ᵥ Store policies and procedures and legislative requirements applied accurately and promptly.
	ᵥ Staff accurately informed of current procedures and policies.
	ᵥ All procedures and policies applied in an impartial manner.
	ᵥ Details of all procedures accurately and completely recorded and made available to authorised personnel.
	ᵥ Unsettled disputes or grievances promptly referred to management.
	ᵥ Recommendation for improvements to dispute/grievance procedures promptly referred to management.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to employee relations.

ᵥ Relevant industry awards/enterprise agreements.

ᵥ Grievance procedures may be initiated by management, staff or staff representatives.

ᵥ Interpersonal conflict is minimised to :
  − promote effective working relationships
  − prevent disciplinary or grievance procedures becoming necessary.

ᵥ Conflict may be minimised formally or informally.

ᵥ Staff may have varying degrees of language and literacy levels.

ᵥ Routine or busy trading conditions.

ᵥ Cost considerations in relation to staffing.

ᵥ Store rostering system.

ᵥ Size, type and location of store.

ᵥ Staff may come from a range of social, cultural and ethnic backgrounds.

ᵥ Range of responsibilities/job descriptions.

ᵥ Discrimination may occur between staff, customers or management.

ᵥ Interpersonal conflict may occur between individuals or teams.

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.

This unit assumes and builds on competency in Unit WRRER.1A: Work Effectively in a Retail Environment.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν   consistently and responsibly applying store policies and procedures, in regard to industry codes of practice relating to employee relations

ν   knowing and consistently applying state and local statutory requirements/regulations including relevant industry awards/agreements

ν   knowing and consistently applying safe work practices in regard to the provision of services in accordance with the relevant occupational health and safety regulations/legislation

ν   consistently and responsibly applying store policies and procedures, in regard to identifying and minimising potential industrial problems and implementing dispute/grievance procedures

ν   consistently and responsibly applying store policies and procedures and legislatory requirements, in regard to external/internal client contact, especially the use of non discriminatory language and attitudes

ν   knowing employees' and employers' rights and responsibilities in regards to awards/enterprise agreements.

Underpinning Knowledge and Skills

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

ν   Knowledge and application of store policies and 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

ᵥ Knowledge and understanding of:

- store organisational structure
- rights and responsibilities of employers and employees in retail workplace

ᵥ Knowledge understanding and application of relevant:

- legislation and statutory requirements, such as:
    - equal opportunity legislation
    - occupational health and safety
    - equal employment opportunity legislation
    - anti-discrimination legislation.
- industry awards / enterprise agreements.

ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

ᵥ Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

ᵥ Literary skills in:

- collecting, analysing and organising information
- comprehending and interpreting relevant workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	**2**	2	**2**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.3A: Maintain Employee Relations, the candidate will demonstrate the ability to monitor and maintain employee relations in areas of interpersonal conflict, award/enterprise agreements and dispute/grievance procedures according to store policy.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRER.3A: Maintain Employee Relations is a Phase A unit within Certificate III in Retail Operations. All Phase A units are essential. The other Phase A unit is:

Unit WRRER.2A: Coordinate Work Teams

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in Phase A has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Leading a Team*.

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.3A: Maintain Employee Relations, which are critical to the theme *Leading a Team* in order to demonstrate an ability to create an environment in which team members work cooperatively towards the achievement of common goals by applying employee relations skills and knowledge, and by monitoring, coaching and motivating the team.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase A .

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- access to a range of employees or customers or case studies dealing with a variety of industrial relations issues
- relevant documentation, such as:
  - award / enterprise agreements
  - store policy and procedures relating to grievances, counselling, discipline
  - store rosters
  - EO, EEO, Anti-discrimination and Unfair Dismissal policies and guidelines.
- qualified workplace assessor.

WRRER.4A   Implement Staff Training

This unit is equivalent to the Category 1 Workplace Trainer Competency Standards. Category 1 applies to people who provide training in the workplace but for whom the training function is not a major part of their job. They may provide training infrequently or regularly within a structured training context. Training may be provided on a one-to-one or on a small group basis.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ER.4.1 **Confirm the Need for Training**	- Specific training needs identified or advised by team members or management. - Specific training needs confirmed with appropriate personnel. - Training objectives reflect specific training needs.
ER.4.2 **Plan and Document Training**	- Training outcomes clearly stated. - Process of training follows a logical sequence. - The training method(s) selected are appropriate for: - the training outcomes - trainee characteristics - availability of equipment and resources. - Provision for demonstration of skills by trainees made. - Provision for monitoring trainees' progress made. - Evidence required for assessment and collection process accurately stated.
ER.4.3 **Arrange Location and Resources**	- Resources required for training identified and approved by appropriate personnel. - Suitable locations and times for training arranged. - Equipment, tools and other resources available when needed. - Arrangements made with people who are required to assist/participate with training session(s).

ER.4.4 **Notify Trainees**

- ᵛ Trainees notified of training session details.
- ᵛ Trainees' supervisor(s) are notified of the time and place of the training and of any other requirements for the training session.
- ᵛ The purpose of the training is notified to all involved.

ER.4.5 **Prepare Trainees**

- ᵛ Objectives of the training session are explained and discussed with the trainees in the context of store policy and procedures.
- ᵛ Sequence of activities to be followed during training session is explained to trainees.
- ᵛ Trainees are made aware of the work application of the skill or job being taught.
- ᵛ Barriers to the performance of the job being taught are identified and discussed with trainees.
- ᵛ Assessment process explained to trainees.

ER.4.6 **Instruct Trainees**

- ᵛ A systematic approach is taken to instruction, taking into account:
  - explanation
  - demonstration
  - review
  - trainee explanation
  - trainee demonstration
  - feedback.
- ᵛ Instruction process revised and modified as necessary to meet the trainees' learning needs.
- ᵛ Trainees encouraged by positive comments and feedback from the trainer.
- ᵛ Feedback during instruction designed to help trainees learn from their mistakes.
- ᵛ Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement.

ER.4.7 **Provide Opportunities**

- ᵛ Practice opportunities provided according to the specific learning situation and training objectives.
- ᵛ Constructive feedback and reinforcement provided during practice.
- ᵛ Trainees' readiness for assessment monitored.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

ER.4.8   Confirm Trainee has Reached Required Standard of Performance

v   Evidence of satisfactory performance by the trainee collected in accordance with the training session plan.

v   The trainee advised that he/she has/has not reached the required standard of performance.

v   Appropriate personnel are advised that the trainee has reached the required standard of performance.

ER.4.9   Evaluate Training

v   Trainees are encouraged to raise problems or difficulties with any aspect of the training session.

v   Trainees asked to discuss their ability to apply the learning outcomes.

v   Trainees response to the overall training session requested.

v   Own performance reviewed against session objectives and in response to trainees' comments.

v   Review comments summarised.

v   Results of the evaluation used to guide further training.

ER.4.10   Record Training

v   Trainees' results accurately recorded according to store policies and procedures.

v   Other records as required by legislation or agreement kept.

v   Records released to authorised personnel only.

v   Records securely stored according to store policy.

ER.4.11   Provide Information on Training

v   Information on training provided to management as required.

v   Information on proposed training provided to prospective trainees on request.

v   Information on appropriate, available training provided to employees on request.

RANGE OF VARIABLES

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:

- Store policies and procedures in regard to staff training.
- Size, type and location of store.
- Store merchandise and service range.
- Training may be done regularly or infrequently.
- Training may be provided on a one-to-one basis or in group situations.
- Trainees may come from a range of social, cultural or ethnic backgrounds and age groups.
- Trainees may have varying degrees of literacy and numeracy skills.
- Availability of appropriate training staff.
- Trainee interest areas.
- Training techniques.
- Government requirements.
- Need for training may be identified by staff or management.
- Trainees may be full-time, part-time or casual staff.

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:

ᵥ identifying and confirming training needs with appropriate personnel

ᵥ consistently applying store policies and procedures in regard to organising training sessions, informing appropriate personnel, reporting and recording outcomes

ᵥ developing training sessions with clearly stated outcomes appropriate to the trainees

ᵥ accurately interpreting and consistently applying current Competency Standards to workplace training

ᵥ delivering training sessions using appropriate and systematic methods to prepare and instruct small groups of trainees

ᵥ consistently applying store policies and procedures and legislatory requirements, in regard to the use of non discriminatory language and attitudes

ᵥ consistently applying safe work practices, according to occupational health and safety regulations/requirements, in all aspects of training

ᵥ evaluating own training and making improvements for future training sessions.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and application of store policies and procedures in regard to:

- staff training and assessment

- documenting training sessions

- reporting and recording training outcomes

- security and access to records

ᵥ Knowledge of trainee characteristics and special needs, such as:

- language skills

- literacy skills

- numeracy skills

- social, cultural or ethnic background

- previous experience

- age group.

ᵥ Knowledge of:

- resources available

- possible training times and venues.

- ᵛ Specific knowledge and understanding of:
  - training subject/topic
  - relevant competency standards
  - occupational health and safety legislation/regulations/codes of practice
- ᵛ Knowledge of principles and techniques in:
  - identifying specific training needs
  - training methodology, such as:
    - planning and documenting training sessions
    - developing training sessions
    - liaising with trainees
    - providing opportunities for practice
    - evaluating training
    - reporting and recording training outcomes
    - providing information on training
    - providing instructions to participants
    - implementing training
  - training strategies, such as:
    - role plays
    - demonstration
    - group activities
- ᵛ Knowledge of principles and techniques in interpersonal relation skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- ᵛ Knowledge of principles and techniques in:
  - planning and organising activities
  - solving problems
- ᵛ Literacy skills in:
  - collecting, analysing and organising information
  - comprehending and interpreting relevant workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.5 and 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

v apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

v integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.4A: Implement Staff Training, the candidate will demonstrate the ability to plan, organise, conduct, deliver, evaluate and report on training in the workplace for small groups or on a one-to-one basis.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations and Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

Certificate III in Retail Operations

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRER.4A: Implement Staff Training is an essential Phase C unit within Certificate III in Retail Operations. Phase C is an elective stream.

Refer to the Qualifications, Section 3.5 for the other Phase C units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Developing and Recognising Retail Skills.*

The Integrated Competency Assessment activity will require the candidate to:

v apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.4A: Implement Staff Training, which are critical to the theme of *Developing and Recognising Retail Skills* in order to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRER.4A: Implement Staff Training is a Phase A unit within Certificate IV in Retail Management. Both Phase A units are essential. The other Phase A unit is:

WRRER.5A: Assess Workplace Competencies

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Developing and Recognising Retail Skills.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.4A: Implement Staff Training, which are critical to the theme of *Developing and Recognising Retail Skills*, in order to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is integrated with the candidate's role in the workplace. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- relevant resources and equipment in regard to staff training
- access to trainees/participants for the purpose of training
- qualified workplace assessor.

WRRER.5A Assess Workplace Competencies

This unit is equivalent to the Assessment Standard contained in the National Competency Standards for Assessment current from September 1995 to August 2000 and may involve persons working in any position involving assessment functions. The standards refer to the assessment role rather than an assessment occupation. The role is often integrated with a range of other functions.

It is essential that wherever possible, the assessment process should be encompassed in the normal work environment, and that the person being assessed is involved in and clearly understands the assessment procedure.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ER.5.1 Identify and Explain Assessment Context	ᵛ Purpose of assessment is discussed and confirmed with staff being assessed.
	ᵛ Current endorsed competency standards, learning outcomes, or performance measures relevant to the assessment identified according to store policy and communicated to staff being assessed.
	ᵛ Store policy discussed with staff.
	ᵛ Assessment procedure explained and agreement obtained.
	ᵛ Legal and ethical responsibilities associated with assessment identified, and explained to the person(s) being assessed.
	ᵛ Assessee's needs checked to ascertain whether the allowable adjustments in the assessment procedure applying to those with special needs, are required.
ER.5.2 Plan Evidence Gathering Opportunities	ᵛ Opportunities identified to gather evidence of competency occurring as part of workplace or training activities.
	ᵛ Additional evidence which may not occur as part of workplace or training activities identified and gathered.
	ᵛ All evidence gathering activity planned and scheduled in accordance with the assessment.
	ᵛ Planned approach to gathering evidence provides sufficient, reliable, valid and fair evidence of competency.

ER.5.2 **Plan Evidence Gathering Opportunities (Cont'd)**

ᵥ Planned approach to gathering evidence covers the four key dimensions of competence:

- task skills
- task management skills
- contingency management skills
- job/role environment skills.

ER.5.3 **Organise Assessment**

ᵥ Resources consistent with assessment requirements organised.

ᵥ Relevant staff informed of assessment according to store policy.

ᵥ Cost of assessment procedures estimated and submitted if required, according to store policy.

ᵥ Assessment environment prepared to facilitate a fair, valid and reliable assessment.

ᵥ Safe, accessible assessment environment ensured.

ᵥ Assessor's competence to perform assessment in terms of content, knowledge and experience discussed and confirmed with relevant people.

ᵥ Assessment arrangements discussed and confirmed with staff being assessed.

ER.5.4 **Gather Evidence**

ᵥ Person being assessed put at ease.

ᵥ Evidence gathered consistent with agreed competency standards, performance measures or learning outcomes being assessed.

ᵥ Evidence gathered is valid, reliable and consistent with agreed requirements and assessment techniques used.

ᵥ Evidence gathered for those with special needs according to specified allowable adjustments to the assessment method(s).

ᵥ Evidence gathered is documented according to store policy.

ER.5.5 **Make the Assessment Decision**

ᵥ Evidence evaluated and gathered in terms of its:
  − validity
  − authenticity
  − sufficiency
  − currency
  − consistent achievement of the specified standard.

ᵥ Assessment decision made in accordance with the criteria specified in the assessment procedure.

ᵥ Guidance sought if in doubt, from a more experienced assessor(s) nominated in the assessment procedure.

ER.5.6 **Record Assessment Results**

ᵥ Assessment results recorded promptly and according to the specified assessment procedure.

ᵥ Assessment results recorded accurately according to the specified record keeping requirements.

ᵥ Access to the assessment records provided only to authorised personnel.

ᵥ Confidentiality of assessment outcome maintained.

ER.5.7 **Provide Feedback to Person(s) Being Assessed**

ᵥ Performance of the person(s) being assessed discussed and confirmed.

ᵥ Clear and constructive feedback given to the person(s) being assessed.

ᵥ Ways of overcoming any gaps in their competency revealed by assessment, explored with the person being assessed.

ᵥ Guidance given on further goals/training opportunities, if appropriate.

ᵥ Reassessment opportunities and/or review/ appeal mechanisms available where the assessment decision is challenged, advised and confirmed with person(s) being assessed.

ER.5.8 **Report on the Conduct of the Assessment**

ᵥ Positive and negative features experienced in conducting assessment reported to those responsible for the assessment procedure.

ᵥ Any assessment decision disputed by the person(s) being assessed recorded and reported promptly to those nominated in the assessment procedure.

ᵥ Suggestions for improving any aspect of the assessment process made to those responsible for the assessment procedure.

RANGE OF VARIABLES

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:

ᵛ Store policies and procedures in regard to staff training and assessment.

ᵛ Size, type and location of store.

ᵛ Store merchandise and service range.

ᵛ Assessment may be done regularly or infrequently.

ᵛ Assessment may be provided on a one-to-one basis or in group situations.

ᵛ Staff may come from a range of social, cultural and ethnic backgrounds.

ᵛ Staff may have varying degrees of literacy and numeracy skills.

ᵛ Assessment will cover one or more purposes such as:
  − diagnosis of performance
  − classification of eligibility
  − awarding credentials
  − statement of attainment
  − assurance of progress in learning
  − recognition of prior learning.

ᵛ Assessment may include such techniques as:
  − direct observation
  − third party reports
  − practical tasks
  − projects
  − written/oral questioning
  − simulation
  − combination of techniques.

ᵛ Assessment methods may include:
  − direct observation of performance
  − practical tasks
  − projects
  − written/oral/computer-based questioning
  − simulation exercises
  − consideration of third party reports
  − self assessment
  − consideration of authenticated prior achievements
  − combination of methods.

ᵥ Evidence gathering/assessment tools may include:
  - specific instructions to be given relating to the performance of practical tasks, processes or simulation exercises
  - specific instructions to be given in relation to the production of projects and exercises
  - sets of oral/written/computer-based questions to be asked
  - performance checklists
  - log books
  - marking guides.

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

ᵥ Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Candidates with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced candidates.

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

ᵥ Assessment may take place in the context of one-to-one or group assessment.

ᵥ Assessment may take place in the workplace and/or a training establishment dependent upon industry, enterprise or training establishment policy and the assessment techniques used.

ᵥ Assessment may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the assessment techniques used.

ᵥ Review may take into account:
  - number of persons being assessed
  - duration of assessment procedure
  - organisational constraints within which assessors must operate
  - occupational health and safety factors
  - relationship of the assessor to other people in the assessment area
  - frequency of assessment procedure
  - budgetary restraints
  - information needs of relevant organisations such as affirmative action agencies.

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:

ᵥ consistently and responsibly applying store policies and industry codes of practice in regard to training and assessment procedures

ᵥ consistently applying of legislatory requirements/regulations, including the use of non discriminatory language and attitudes

ᵥ consistently applying safe work practices, according to occupational health and safety regulations/requirements, in all aspects of assessment

ᵥ applying the following procedures in organising, preparing and conducting the assessment:

- identifying and explaining assessment purpose and context

- planning evidence gathering opportunities

- arranging assessment

- gathering evidence and making assessment decision

- recording results and providing feedback

- reporting on conduct of assessment.

ᵥ accurately interpreting and consistently applying current Competency Standards to workplace assessment

ᵥ effectively conveying information to the person/s being assessed on purpose, context and procedures for assessment

ᵥ evaluating and reviewing assessment procedures and reporting these to the appropriate personnel.

Underpinning Knowledge and Skills

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

ᵥ Knowledge of store policies and procedures in regard to:

- staff training and assessment.

- documenting assessment methods

- reporting and recording assessment outcomes

- security and access to records

ᵥ Knowledge of current industry practices for the job against which performance is being assessed.

v Knowledge and understanding of assessment techniques, such as:

- appropriate application of assessment methods

- scoring and recording requirements and administrative guidelines

- modifications to the assessment procedure for people with special needs.

v Knowledge and understanding of assessment principles, including:

- National Retail Training Package-WRR97 *Assessment Guidelines*

- concepts of validity, authenticity, sufficiency currency, cost effectiveness and consistency as they apply to evidence gathering.

v Knowledge and understanding of the assessment context as it relates to government policy or enterprise requirements and the implication of this policy on the person being assessed.

v Knowledge of all aspects of the assessment procedure established by the industry, enterprise or training establishment/authority.

v Knowledge and application of any legal and ethical responsibilities associated with the assessment procedure, such as:

- licensing requirements

- equal employment opportunity

- disability discrimination

- occupational health and safety.

v Knowledge of staff characteristics and special needs, such as:

- language and literacy

- numeracy

- social, cultural or ethnic background

- previous experience

- age group

v Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback

- coaching

- performance analysis

- questioning/listening/observation

- group presentation

- team motivation

- negotiation

- verbal and non verbal communication

- team leadership

v Knowledge of principles and techniques in:

- planning and organising activities

- solving problems

ᵥ   Literacy skills in:

- collecting, analysing and organising information
- comprehending and interpreting relevant workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.5 and 3.6 and the Assessment Guidelines, Section 3 of the National Retail Training Package-WRR97.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.5A: Assess Workplace Competencies, the candidate will demonstrate the ability to plan, prepare for, conduct and report on assessment in the workplace.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations and Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

Certificate III in Retail Operations

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRER.5A Assess Workplace Competencies is an essential Phase C unit within Certificate III in Retail Operations. Phase C is an elective stream.

Refer to the Qualifications, Section 3.5 for the other Phase C units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Developing and Recognising Retail Skills.*

The Integrated Competency Assessment activity will require the candidate to:

• apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
• integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.5A Assess Workplace Competencies*,* which are critical to the theme of *Developing and Recognising Retail Skills* in order to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRER.5A: Assess Workplace Competencies is a Phase A unit within Certificate IV in Retail Management. Both Phase A units are essential. The other Phase A unit is:

WRRER.4A: Implement Staff Training

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Developing and Recognising Retail Skills.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.5A: Assess Workplace Competencies, which are critical to the theme of *Developing and Recognising Retail Skills*, in order to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is integrated with the candidate's role in the workplace. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment
ν   relevant resources and equipment
ν   store/sample policies and procedures in regard to staff training and assessment
ν   access to staff/participants for the purpose of assessment
ν   qualified workplace assessor.

NATIONAL WRAPS

National Wholesale
Retail and Personal
Services Industry
Training Council LTD

S   u   i   t   e   2 E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Core Skill Area and Specialist Skill Area

Clerical/ Administration

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRCA.1A
Operate Retail Equipment

CA 1.1	Maintain Retail Equipment
CA 1.2	Apply Keyboard Skills
CA 1.3	Operate Data Entry Equipment

Unit WRRCA.2A
Apply Retail Office Procedures

CA 2.1	Process Incoming and Outgoing Mail
CA 2.2	Process Bulk Mail
CA 2.3	Operate Office Equipment
CA 2.4	File and Retrieve Documents
CA 2.5	Establish Contact with Internal and External Customers
CA 2.6	Prepare Simple Correspondence

Unit WRRCA.3A
Apply Retail Office Keyboard Skills

CA 3.1	Open File
CA 3.2	Edit Information
CA 3.3	Exit File
CA 3.4	Produce Document From Written Text

Unit WRRCA.4A
Co-ordinate Retail Office

CA 4.1	Maintain Office Procedures
CA 4.2	Process Data in Response to Information Requests
CA 4.3	Compose Reports/Correspondence
CA 4.4	Maintain Existing Recording and Filing Systems
CA 4.5	Maintain Computer Storage Media
CA 4.6	Maintain Computer Filing System

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRCA.5A
Operate Retail Information Technology Systems

      CA 5.1   Use Store Information Technology
      CA 5.2   Edit/Update Information
      CA 5.3   Solve Problems

Note: Unit WRRCA.5A is a Specialist Skill Area

NATIONAL CODE	VERSION	CLERICAL/ADMINISTRATION UNIT TITLES
WRRCA.1	A	Operate Retail Equipment
WRRCA.2	A	Apply Retail Office Procedures
WRRCA.3	A	Apply Retail Office Keyboard Skills
WRRCA.4	A	Co-ordinate Retail Office
WRRCA.5	A	Operate Retail Information Technology Systems

WRRCA.1A

Operate Retail Equipment

This unit involves the operation of a variety of retail equipment. It encompasses the identification of the correct equipment required for a given task, maintenance required and operating competencies.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CA.1.1 **Maintain Retail Equipment**	ᵥ Purpose of equipment used in store/department identified accurately. ᵥ Equipment operated according to design specifications. ᵥ Equipment faults identified and reported. ᵥ Maintenance program for retail equipment identified and applied according to store policy.
CA.1.2 **Apply Keyboard Skills**	ᵥ Keyboard operated using typing techniques within designated speed and accuracy requirements. ᵥ Information entered and edited accurately.
CA.1.3 **Operate Data Entry Equipment**	ᵥ Data entered using portable data entry equipment according to store policy and procedures. ᵥ Price marking equipment operated according to store policy. ᵥ Data entered accurately and within designated time limits.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to store administrative and clerical systems.

v   Store merchandise and service range.

v   Size, type and location of store.

v   Range of responsibility.

v   Types of equipment used.

v   Retail equipment is not limited to, but may include:
   − point of sales terminals
   − electronic bar coding equipment for price labelling and stocktaking
   − printers
   − electronic ordering equipment
   − wrapping and packing equipment, eg. shrink wrapping
   − equipment for carrying or moving merchandise
   − equipment for storage of merchandise including refrigerators
   − weighing machines
   − thermometers
   − dye tag removers
   − trolley return equipment.

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:

ν   operating a range of store retail equipment according to store policy and procedures and industry codes of practice

ν   operating and maintaining a range of store retail equipment according to manufacturers' instructions and design specifications

ν   applying store maintenance program and reporting of faults/problems

ν   consistently applying safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice

ν   reading and interpreting operation manuals to solve routine faults/errors and to maintain and use the equipment effectively

ν   using keyboard skills to enter and edit data accurately

ν   completing tasks in set time frame.

Underpinning Knowledge and Skills

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

ν   Operational knowledge of store policies and procedures, in regard to:

- the operation of store retail equipment

- maintenance of store retail equipment

- reporting problems and faults.

ν   Basic operational knowledge of relevant:

- legislation and statutory requirements, including:
  - occupational health and safety regulations

- industry codes of practice, including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code

ν   Knowledge of purpose and impact of using electronic technology.

ν   Operational skills and techniques in:

- completing tasks in set time frame

- dealing with different types of transactions

- following common fault finding procedures

ν   Knowledge of the operation and maintenance of store retail equipment which may include:

- point of sale terminals such as registers, EFTPOS, credit cards

- numerical display boards

- printers

- electronic scales/weighing machines

- calculators

- scanners/electronic bar coding equipment calculators

- dye tag removers

- thermometers

- refrigeration or food storage equipment

- pricing and security equipment

- trolley return equipment

- equipment for carrying or moving merchandise (eg. trolleys, pallet jacks, pedestrian forklifts)

- wrapping and packing equipment (eg. shrink wrapping).

ᵛ Skills for the operation and use of store retail equipment which may include:

- keyboard skills

- numeric keypad skills

- electronic data entry skills.

ᵛ Literacy skills in regard to reading store procedures for operating equipment

ᵛ Numeracy skills for using equipment

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	1	**1**	**1**	**1**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.1A: Operate Retail Equipment, the candidate will demonstrate the ability to effectively operate retail equipment specific to the work area, including fault identification and reporting procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCA.1A: Operate Retail Equipment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

WRRCS.1A: Communicate in the Workplace
WRRER.1A: Work Effectively in a Retail Environment
WRRLP.1A: Apply Safe Working Practices
WRRM.2A: Perform Routine Housekeeping Duties.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Developing Good Working Habits*.

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.1A: Operate Retail Equipment which are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   relevant documentation, such as:

- store policy and procedure manuals

- manufacturers' instructions/operation manuals.

ν   a range of store retail equipment which may include but is not limited to the following:

- point of sale terminals

- electronic barricading equipment for price labelling

- electronic ordering equipment

- wrapping and packing equipment, such as shrink wrapping

- equipment for carrying/moving/storing merchandise, such as pallet jack (or fork lift if licensed)

- weighing machines

- thermometers

- dye tag removers

- trolley return equipment

- numerical keyboard equipment including calculators

- scanners.

ν   qualified workplace assessor.

WRRCA.2A   Apply Retail Office Procedures

This unit is based on the National Clerical - Administrative Competency Standards (Private Sector) BSA97 and is equivalent to BSATEC201A and BSAINF201A. It involves office clerical functions in a retail situation.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CA.2.1 **Process Incoming and Outgoing Mail**	ᵥ Incoming mail sorted and dispatched to nominated person/location. ᵥ Outgoing mail collected and checked to ensure all items correctly prepared for dispatch. ᵥ Mail recorded, according to store policy. ᵥ Mail dispatched to meet designated time limits.
CA.2.2 **Process Bulk Mail**	ᵥ Documents collated as required. ᵥ Envelopes sorted and batched according to Australia Post specifications. ᵥ Batched items lodged for delivery.
CA.2.3 **Operate Office Equipment**	ᵥ Appropriate equipment identified for intended application. ᵥ Equipment operated in accordance with instructions. ᵥ Equipment faults identified and rectified or reported. ᵥ Opening and shut down processes are followed according to store procedures. ᵥ Maintenance program for equipment maintained to ensure down time is minimised.
CA.2.4 **File and Retrieve Documents**	ᵥ Documents filed according to store policy. ᵥ Documents identified and retrieved as requested. ᵥ Existing records accurately updated and modified. ᵥ Designated inactive files removed, processed and stored according to store policy. ᵥ New files accurately assembled. ᵥ Documentation movements accurately recorded.

CA.2.5   **Establish Contact with Internal and External Customers**

- v Telephone system functions used according to store policy.
- v Telephone, facsimile or electronic mail numbers obtained and accurately recorded.
- v Incoming calls answered promptly and according to store policy.
- v Contact established and purpose of contact clearly conveyed.
- v Calls transferred or placed on hold as required.
- v Customers kept informed of delays and what action is being taken.
- v Messages recorded accurately and calls promptly returned if required.

CA.2.6   **Prepare Simple Correspondence**

- v Correspondence prepared and presented for approval and/or signature without undue delay.
- v Text written using clear, concise language.
- v Spelling, punctuation and grammar are correct.
- v Standard form letters used according to store policy.

RANGE OF VARIABLES

The Range of Variable 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:

ᵥ Store policies and procedures in regard to store administrative and clerical systems.

ᵥ Size, type and location of store.

ᵥ Resources required to complete tasks.

ᵥ Store telephone system

ᵥ Telephone and other communication numbers may be internal or external.

ᵥ Mail dispatching and collecting procedures, including internal systems, Australia Post and courier services

ᵥ Recording/filing systems.

ᵥ Equipment used may include but is not limited to the following:
  − facsimile machine
  − telephone system
  − photocopier
  − answering machine
  − public address system
  − paging system
  − franking machine
  − typewriters.

ᵥ Number of staff.

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:

ᵥ consistently applying procedures for the processing of mail, including bulk mail

ᵥ operating and maintaining office equipment in accordance with store policies and procedures

ᵥ filing and retrieving documents in accordance with store policies and procedures

ᵥ following procedures for establishing contact with internal and external customers

ᵥ consistently applying procedures for the preparation of simple correspondence.

Underpinning Knowledge and Skills

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

ᵥ Operational knowledge of store policies and procedures, in regard to:

- store administrative and clerical systems.

- organisation of work routine

- receiving and dispatching incoming and outgoing mail

- processing information

- reporting problems and faults.

ᵥ Knowledge of operation of office technology:

- facsimile machine

- telephone/switchboard

- photocopier

- answering machine

- public address system

- paging system

- franking machine.

ᵥ Operational skills and techniques in:

- completing tasks in set time frame

ᵥ Literacy and numeracy skills in regard to processing, recording and documenting information.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	**1**	1		1	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.2A: Apply Retail Office Procedures, the candidate will demonstrate the ability to use and apply typical retail office equipment procedures and performing a variety of routine office tasks in accordance with store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCA.2A: Apply Retail Office Procedures is a Phase C3 unit within Certificate II in Retail Operations. Phase C3 is an elective stream. The other Phase C3 Units are:

WRRCA.3A: Apply Retail Office Keyboard Skills
WRRF.2A: Perform Retail Finance Duties

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C3 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Communicating Through Documents*.

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.2A: Apply Retail Office Procedures which are critical to the theme of *Communicating Through Documents* in order to demonstrate the acquisition of knowledge and skills in providing administrative support for the sales function, including documentation relating to orders, finances and merchandise.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C3.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν relevant documentation, such as:

- store policy and procedure manuals
- manufacturers' instructions/operation manuals.

ν a range of store retail equipment which may include but is not limited to the following:

- facsimile machine (fax)
- computer electronic mail system (E-Mail)
- telephone systems
- photocopier
- answering machine
- public address system
- paging system
- franking machine
- typewriters and/or computers.

ν qualified workplace assessor.

WRRCA.3A Apply Retail Office Keyboard Skills

This unit is based on the National Clerical Administrative Competency Standards (Private Sector) BSA97 and is equivalent to Units BSATEC 202A and BSATEC 203A. It involves the production of simple documents using keyboard skills.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CA.3.1 Open File	ᵛ Computer turned on according to manufacturer's specifications.
	ᵛ Appropriate software loaded or selected from menu.
	ᵛ File correctly identified and document proof read for accuracy.
CA.3.2 Edit Information	ᵛ Information to be edited correctly identified.
	ᵛ Information entered, changed or deleted using appropriate input device.
	ᵛ Document saved regularly to avoid loss of information.
	ᵛ Document printed as required.
	ᵛ Document proof read for accuracy.
CA.3.3 Exit File	ᵛ Files closed and/or programs exited according to manufacturer's specifications.
	ᵛ Hardware stored according to manufacturer's specifications.
	ᵛ Software filed and stored according to store procedures.
CA.3.4 Produce Document From Written Text	ᵛ Keyboard operated using touch typing techniques within designated speed and accuracy requirements.
	ᵛ Documents produced are an accurate reflection of written notes provided.
	ᵛ Documents produced in required style and format.
	ᵛ Documents produced without undue delay.
	ᵛ Occupational health and safety guidelines relating to screen-based equipment and ergonomic workstations observed.

RANGE OF VARIABLES

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:

ᵛ Store policies and procedures in regard to store administrative and clerical systems.

ᵛ Size, type and location of store.

ᵛ Range of duties, job description.

ᵛ Speed and accuracy requirements.

ᵛ Equipment used may include:
  − computer
  − keyboard/typewriter
  − printer
  − mouse.

ᵛ Complexity of software packages available.

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:

ᵥ   consistently applying keyboard skills to prepare and/or edit simple documents using a computer

ᵥ   consistently applying store requirements for style and format of documents

ᵥ   consistently applying store requirements for electronic storage and retrieval of documents.

Underpinning Knowledge and Skills

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

ᵥ   Operational knowledge of store policies and procedures, in regard to:

- store administration and clerical procedures.

- systems and methods for organisation of work routine

- store requirement for style and format of documents

ᵥ   Operational skills and techniques in:

- completing tasks in a set time frame

- keyboard skills

- opening, editing and closing files

- creating new files

- saving and printing files.

ᵥ   Knowledge of:

- occupational health and safety requirements relating to screen based equipment and ergonomic workstations

- manufacturer's instructions for use of equipment

- uses and applications of relevant computer software, including user manuals and on-line help facilities.

ᵥ   Literacy and numeracy skills in processing, recording and documenting information.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	**1**	**1**	1	1	1	**1**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.3A: Apply Retail Office Keyboard Skills, the candidate will apply keyboard and computer skills in the preparation of specified documents, according to store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRCA.3A: Apply Retail Office Keyboard Skills is a Phase C3 unit within Certificate II in Retail Operations. Phase C3 is an elective stream. The other Phase C3 Units are:

    WRRCA.2A: Apply Retail Office Procedures
    WRRF.2A: Perform Retail Finance Duties.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C3 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Communicating Through Documents.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.3A: Apply Retail Office Keyboard Skills which are critical to the theme of *Communicating Through Documents* in order to demonstrate the acquisition of knowledge and skills in providing administrative support for the sales function, including documentation relating to orders, finances and merchandise.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C3.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ   a real or simulated retail environment

ᵛ   relevant documentation, such as:

- store/sample policies in regard to store administration and clerical systems

- range of duties

- job descriptions

- store speed and accuracy requirements.

ᵛ   a computer workstation with appropriate hardware

ᵛ   relevant computer software

ᵛ   qualified workplace assessor.

WRRCA.4A   Co-ordinate Retail Office

This unit is based on the National Clerical Administrative Competency Standards (Private Sector) BSA97 and is equivalent to BSACOM 401A, BSAINF 401A and BSATEC 402A. It requires a level of competency involving the responsibility for ensuring that administration and clerical functions are maintained and implemented.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
CA.4.1 **Maintain Office Procedures**	ᵥ Office supplies regularly monitored, recorded and reordered as required according to store policy. ᵥ Store policies and procedures in regard to special requests/requirements implemented without undue delay.
CA.4.2 **Process Data in Response to Information Requests**	ᵥ Requests for information documented, and responses identified according to store policy. ᵥ Relevant external information sources identified. ᵥ Access to identified sources obtained. ᵥ Relevant information accessed and extracted. ᵥ Where available information does not match defined needs, options and alternatives identified and offered, based upon: – regulatory requirements – cost effectiveness – store policy. ᵥ Extracted information is accurately copied or summarised. ᵥ Appropriate regulatory records are compiled and updated to maintain security and confidentiality of contents.
CA.4.3 **Compose Reports/Correspondence**	ᵥ Relevant information collated and edited as required. ᵥ Written text uses clear, concise, easily understood language. ᵥ Spelling, punctuation and grammar are correct. ᵥ Correspondence/reports drafted and set out according to store policy. ᵥ Edited report produced and dispatched to appropriate personnel. ᵥ Final report copied and securely filed according to store policy.

CA.4.4 **Maintain Existing Recording and Filing Systems**

- v Record systems maintained according to store policy
- v New documents allocated to designated category.
- v Issue and return of documents monitored to ensure the integrity of the system is maintained.
- v Documents archived/removed/ updated to ensure maximum space available for current records.
- v Required files correctly identified and located and dispatched to nominated person or section within designated time limits.
- v File and document movements monitored and recorded.
- v Documents maintained in good condition and in correct location.
- v Confidential files separated from general files, with access available to nominated persons only.
- v Security system monitored to ensure issued files traceable at all times.

CA.4.5 **Maintain Computer Storage Media**

- v Storage media and filing system maintained according to store policies and procedures.
- v Diskettes formatted using correct procedures.
- v Backup files created to ensure safety, security and confidentiality of files maintained.
- v Backup files stored in the designated manner and location.
- v Virus checks regularly made on the system and all backup storage media.
- v Hardware stored in accordance with manufacturer's instructions.
- v Software filed and stored in accordance with organisational procedures.
- v OH&S guidelines relating to screen-based equipment and ergonomic workstations observed.

CA.4.6   **Maintain Computer Filing System**

ᵥ Document filing requirements determined and filing system created.

ᵥ Filing system reflects the size, nature and complexity of the workplace.

ᵥ Security checks inserted where necessary.

ᵥ File names inserted into the filing system as required.

ᵥ Filing system regularly updated by deleting or archiving old files.

ᵥ Programs exited in accordance with screen prompts to preserve data.

RANGE OF VARIABLES

The Range of Variable 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:

ᵥ Store policies and procedures in regard to store administration and clerical systems, which will take into consideration government legislation where applicable.

ᵥ Size, type and location of store.

ᵥ Organisation procedures and policies in regard to format and technical vocabulary.

ᵥ Resources required to complete tasks, including staff needs and training requirements.

ᵥ Recording and documenting systems.

ᵥ Types of equipment used.

ᵥ Complexity of software packages used.

ᵥ Range of responsibilities/job description.

ᵥ Filing systems may be paper based or electronic.

ᵥ Special requests/requirements may include:
  − courier service
  − transport
  − taxi, cab charge
  − special mail procedures.

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.

This unit assumes and builds on competency in Unit WRRCA.2A: Apply Retail Office Procedures and Unit WRRCA.3A: Apply Retail Office Keyboard Skills.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

v   consistently implementing workplace office procedures

v   responding accurately and appropriately to requests for information according to store policy

v   consistently applying procedures for maintaining records and filing system, including computerised records.

Underpinning Knowledge and Skills

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

v   Knowledge and application of store policies and procedures, in regard to:
  - store administration and financial systems.
  - system 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.
v   Knowledge of:
  - records management systems
  - office technology, including
    - computer/printer
    - software packages
    - installation of computer hardware and software packages.
v   Knowledge of principles and techniques in interpersonal relation skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
v   Knowledge of principles and techniques in:
  - planning and organising activities
  - solving problems
v   Literacy and numeracy skills in regard to processing, recording and documenting information.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	2	2	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.5 and 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.4A: Co-ordinate Retail Office, the candidate will demonstrate the ability to respond to requests using a broad range of resources, compose reports and correspondence, monitor and maintain office supplies, and the ability to maintain office data systems including filing and record systems and computer data storage and filing systems.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations and Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

Certificate III in Retail Operations

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRCA.4A: Coordinate Retail Office is either a Phase C or an essential Phase E unit within Certificate III in Retail Operations. Phase C and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in either Phase C or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase E: *Coordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.4A: Coordinate Retail Office, which are critical to either the theme of Phase C or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase E theme, *Coordinating Retail Office Functions* requires the candidate to demonstrate an ability to coordinate a team within the selected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRCA.4A Co-ordinate Retail Office is an elective unit in the Administrative Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*

Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.4A Co-ordinate Retail Office, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail 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/regulations/codes of practice
- a range of office equipment
    - computer/printer
    - software packages.
- access to a work team
- qualified workplace assessor.

WRRCA.5A   Operate Retail Information Technology Systems

This unit involves the use and application of the store information technology system. It requires a knowledge of the hardware and software in use, and the ability to enter, retrieve and use information as required.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

CA.5.1   Use Store Information Technology System

ᵛ   Knowledge of store information technology system accurately demonstrated and conveyed to other staff members as required.

ᵛ   Hardware accurately identified and operated according to manufacturers instructions and store procedures.

ᵛ   Software including database, menus and Electronic Data Interchange (E.D.I.), accurately identified and used according to manufacturers instructions and store procedures.

ᵛ   Application and uses of software available, accurately identified and used according to store procedures.

ᵛ   Data transmitted according to Electronic Data Interchange procedures as required.

ᵛ   Keyboard skills used accurately to enter information as required by store policies.

ᵛ   Back up procedures regularly performed according to store procedures.

CA.5.2   Edit/Update Information

ᵛ   Information to be edited/updated correctly identified according to store procedures.

ᵛ   Information on system accurately edited/updated according to store procedures.

ᵛ   Price changes accurately identified and entered into store system as required.

ᵛ   Matching of shelf data price and computer records ensured.

CA.5.3　　Solve Problems

ᵥ Equipment/hardware/software faults identified and rectified where possible or expert assistance sought without delay.

ᵥ Maintenance program for hardware and software systems monitored and implemented according to manufacturers specifications and store procedures.

ᵥ Routine problems handled using appropriate problem solving techniques and referred to appropriate personnel as required.

ᵥ Problems arising at point of sale including EFTPOS credit and cheque facilities, evaluated and resolved according to store procedures.

ᵥ Assistance positively and actively provided to staff as problems arise.

RANGE OF VARIABLES

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:

ᵥ   Store policy and procedures in regard to information technology systems.

ᵥ   Store merchandise range.

ᵥ   Size, type and location of store.

ᵥ   Industry codes of practice.

ᵥ   Range of responsibility.

ᵥ   Types of equipment used including:
  − personal computers/terminals which may be stand alone or networked
  − scanning equipment
  − bar coding
  − point of sale terminals
  − pricing equipment.

ᵥ   Types of software used including:
  − menus
  − database
  − electronic data interchange (E.D.I.).

ᵥ   Systems used may include:
  − centrally based
  − store based
  − network.

ᵥ   System may be loaded/downloaded electronically or manually.

ᵥ   Applications and use of information technology systems may include:
  − point of sale operations
  − EFTPOS
  − credit cards
  − smart cards
  − loyalty cards
  − 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.

RANGE OF VARIABLES (CONTINUED)

- ⱽ 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.

- ⱽ 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.

- ⱽ Stores may use internet for communication.

- ⱽ System problems may relate to:
    - hardware faults, breakdowns
    - software
    - staff abilities/training
    - point of sale, eg. EFTPOS, credit facilities, cheque clearances
    - pricing variations.

- ⱽ Problems may be solved by:
    - routine procedures
    - manufacturers recommendations
    - lateral thinking
    - operator or manager
    - referral to specialist/expert.

- ⱽ Varying levels of staff training.

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.

This unit assumes and builds on competency in Unit WRRCA.1A: Operate Retail Equipment, Unit WRRCA.3A: Apply Retail Office Keyboard Skills and Unit WRRCS.2A: Apply Point of Sale Handling Procedures.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

v   consistently applying store policies and procedures in regard to information technology systems including:

- resolution of system faults

- use and application of store credit and EFTPOS

- assessing and entering information on store system

v   following requirements of relevant legislation and statutory requirements including Consumer Law and credit procedures.

Underpinning Knowledge and Skills

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

v   Knowledge and application 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.

v   Knowledge, understanding and application of:

- legislation and statutory requirements including:
  - consumer law
  - credit procedures
  - occupational health and safety

- industry codes of practice including:
  - Supermarket Scanning Code
  - Jewellery and Timepieces Industry Code

v   Knowledge of:

- store product and services range, including pricing structure

- manufacturers specifications in regard to operation of hardware and software

- use, application and operation of software including:
  - databases
  - menus
  - electronic data exchange (E.D.I.).

v   Knowledge of and techniques in problem solving

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	**2**	2	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵛ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.5A: Operate Retail Information Technology Systems, the candidate will demonstrate the ability to use and operate store information technology systems, including system maintenance, problem solving and fault reporting.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRCA.5A Operate Retail Information Technology Systems is either a Phase C or a Phase E unit within Certificate III in Retail Operations. Phase C and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in either Phase C or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase E: *Co-ordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRCA.5A Operate Retail Information Technology Systems, which are critical to either the theme of Phase C or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co-ordination and specialist elective units to the workplace situation.

The Phase E theme, *Co-ordinating Retail Office Functions* requires the candidate to demonstrate an ability to co-ordinate a team within the selected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- hardware and software instruction manuals
- information technology system
- Relevant documentation such as:

  - store policies and procedures on management of information technology systems

  - legislation and statutory requirements including:
    - occupational health and safety
    - consumer law

  - industry codes of practice including
    - Supermarket Scanning Code
    - Jewellery and Timepieces Industry Code

- qualified workplace assessor.

National Wholesale Retail and Personal Services Industry Training Council LTD

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Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Finance

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRF.1A
Balance Register/Terminal

F 1.1   Remove Takings from Register/Terminal
F 1.2   Reconcile Takings

Unit WRRF.2A
Perform Retail Finance Duties

F 2.1   Process Petty Cash Transactions
F 2.2   Prepare Banking Documents
F 2.3   Process Non-Cash Transactions
F 2.4   Reconcile Invoices for Payment to Creditors
F 2.5   Prepare Invoices for Debtors

Unit WRRF.3A
Produce Financial Reports

F 3.1   Enter Payment Summaries into Journals
F 3.2   Reconcile Accounts to Balance
F 3.3   Prepare Bank Reconciliations
F 3.4   Receive and Document Payments/Takings
F 3.5   Dispatch Statements to Debtors and
          Follow up Outstanding Accounts
F 3.6   Dispatch Payments to Creditors
F 3.7   Prepare Financial Reports

Unit WRRF.4A
Prepare Payroll

F 4.1   Prepare Payroll Data
F 4.2   Process Payment of Wages and Salaries
F 4.3   Administer Salary and Wages Records

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	FINANCE UNIT TITLES
WRRF.1	A	Balance Register/Terminal
WRRF.2	A	Perform Retail Finance Duties
WRRF.3	A	Produce Financial Reports
WRRF.4	A	Prepare Payroll

WRRF.1A

Balance Register/Terminal

This unit involves operations at the register/terminal. It encompasses competencies involving clearing the register, counting money, calculating non-cash transactions and reconciling takings.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
F.1.1 Remove Takings from Register/Terminal	ᵛ Register/terminal balance performed at designated times according to store policy and procedures.
	ᵛ Cash float separated from takings prior to balancing procedure and secured according to store policy.
	ᵛ Change supplied to register/terminal according to store policy.
	ᵛ Register/terminal reading or print out accurately determined.
	ᵛ Cash and non-cash documents removed and transported according to store security policies and procedures.
F.1.2 Reconcile Takings	ᵛ Cash counted accurately.
	ᵛ Non-cash documents calculated accurately.
	ᵛ Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.
	ᵛ Records for store and individual department takings recorded accurately and according to store policy.

RANGE OF VARIABLES

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.

ᵛ Store policies and procedures in regard to register/terminal balance.

ᵛ Store policies and procedures in regard to security.

ᵛ Size, type and location of store.

ᵛ Level of responsibility.

ᵛ Resources required to complete task.

ᵛ Types of equipment/systems used.

ᵛ Register/terminals may be manual or electronic.

ᵛ Non-cash transactions may include but are not limited to:
  − credit cards
  − cheques
  − hire purchase
  − lay-by
  − cash on delivery (C.O.D.)
  − customer refunds
  − customer credit ratings.

ᵛ Register/terminals may be cleared by operator or by specialist staff at intervals during or at close of trading.

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

ᵥ   operating register/terminal equipment according to manufacturers' instructions and store policy

ᵥ   consistently applying store policies and procedures in regard to handling cash and removing takings from register/terminal

ᵥ   consistently applying store policies and procedures in regard to reading registers and recording information

ᵥ   processing documentation/records responsibly and according to store policies and procedures

ᵥ   reconciling takings according to store policies and procedures.

Underpinning Knowledge and Skills

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

ᵥ   Operational knowledge of store policies and procedures, in regard to:

- register/terminal balance
- cash and non-cash transactions security
- cash float
- change required and denomination of change
- operation of equipment used at register/terminal.

ᵥ   Knowledge of 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.

ᵥ   Operational skills and techniques in completing tasks to a set time frame.

ᵥ   Literacy skills in regard to interpreting documentation.

ᵥ   Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	**1**	**1**	**1**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRF.1A: Balance the Register/Terminal, the candidate will demonstrate the ability to use and balance a register or terminal according to store policy and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRF.1A Balance the Register/Terminal is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

WRRCS.2A: Apply Point of Sale Handling Procedures
WRRLP.2A: Minimise Theft
WRRCS.3A: Interact With Customers
WRRI.1A: Perform Stock Control Procedures.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Protecting the Store Against Loss.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRF.1A: Balance the Register/Terminal which are critical to the theme of *Protecting the Store Against Loss* including customers, money and/or stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   relevant documentation, such as:

- financial transaction dockets/slips/invoices

- sample debit, credit and cash vouchers

- recording/tally sheets

- store policy and procedure manuals in regard to register/terminal balance.

ν   register/terminal and related equipment

ν   qualified workplace assessor.

WRRF.2A   Perform Retail Finance Duties

This unit is based on the National Clerical-Administrative Competency Standards (Private Sector) - BSA97 and is equivalent to unit BSAFIN201A. It involves financial competencies in a retail situation.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
F.2.1 Process Petty Cash Transactions	ᵥ Petty cash claims checked for approval, accuracy and authenticity before processing.
	ᵥ Transactions balanced and checked according to store policy and procedures.
	ᵥ Irregularities noted and referred to nominated person for resolution.
	ᵥ Petty cash transactions processed and recorded within designated time limits.
F.2.2 Prepare Banking Documents	ᵥ Cashbook entries balanced against record of takings.
	ᵥ Deposit entries accurately compiled, and balanced.
	ᵥ Cash, cheques and credit card vouchers listed on banking deposit forms in accordance with the banking institution's guidelines.
	ᵥ In-store credit systems processed according to store policy.
F.2.3 Process Non-Cash Transactions	ᵥ Credit card transactions balanced and presented to nominated person for checking.
	ᵥ Irregularities noted and referred to nominated person for resolution.
F.2.4 Reconcile Invoices for Payment to Creditors	ᵥ Discrepancies between invoices and delivery and delivery notes identified and reported to nominated person/section for resolution.
	ᵥ Errors in invoice charges identified and reported to nominated person/section for correction/resolution.
	ᵥ Discrepancies and errors rectified, as directed.
	ᵥ Corrected and authorised invoices processed for payment within designated time limits.
	ᵥ Creditor enquiries resolved and/or referred to nominated person/section for resolution.

F.2.5   **Prepare Invoices for Debtors**

ᵛ Preparatory calculations performed to produce accurate customer invoices.

ᵛ Relevant documentation completed to ensure accuracy of contents.

ᵛ Documents distributed to nominated person/section for certification prior to being dispatched.

ᵛ Verified documents dispatched within designated time limits.

ᵛ Documents copied and filed for auditing purposes.

RANGE OF VARIABLES

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:

ν   Store policies and procedures in regard to store financial systems.

ν   Size, type and location of store.

ν   Level of responsibility.

ν   Resources required to complete tasks.

ν   Types of equipment/systems used.

ν   Financial recording systems may be manual or electronic.

ν   Business source documents used may include, but are not limited to, the following:
   − purchase requisitions
   − purchase orders
   − invoices
   − receipts
   − delivery dockets/receipts
   − credit notes
   − statements
   − remittance advices
   − cash register rolls
   − deposit books.

ν   Interbranch stock transfers.

ν   Non-cash transactions may include but are not limited to:
   − credit cards
   − customer credit ratings
   − cheques
   − hire purchase
   − lay-by
   − cash on delivery (C.O.D.)
   − customer refunds.

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:

ᵛ consistently applying store policies and procedures, in regard to petty cash and non cash transactions. invoicing, banking processes and processing delivery and document discrepancies

ᵛ consistently and responsibly applying skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with store policies and procedures.

Underpinning Knowledge and Skills

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

ᵛ Operational knowledge of store policies and procedures, in regard to:

- register/terminal balance
- cash and non-cash transactions security
- petty cash
- cash balances
- banking
- 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.

ᵛ Operational skills and techniques in:

- completing tasks to set timelines.

ᵥ Knowledge of 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.

ᵥ Literacy skills in regard to interpreting documentation.

ᵥ Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	1	**1**	**1**	**1**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRF.2A: Perform Retail Finance Duties, the candidate will demonstrate the ability to process a range of retail cash and non-cash transactions in accordance with store policy and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRF.2A: Perform Retail Finance Duties is a Phase C3 unit within Certificate II in Retail Operations. Phase C3 is an elective stream. The other Phase C3 Units are:

WRRCA.2A: Apply Retail Office Procedures
WRRCA.3A: Apply Retail Office Keyboard Skills.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C3 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Communicating Through Documents*.

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRF.2A: Perform Retail Finance Duties which are critical to the theme of *Communicating Through Documents* in order to demonstrate the acquisition of knowledge and skills in providing administrative support for the sales function, including documentation relating to orders, finances and merchandise.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C3.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
  - store policy and procedure manuals
  - financial transaction dockets/slips/invoices
  - recording/tally sheets
  - cash register rolls
  - cash on delivery (C.O.D.) vouchers
  - cheques/traveller's cheques
  - credit cards
  - credit notes
  - lay-by.
- EFTPOS facilities and equipment
- registers and related equipment
- computer equipment
- a range of software applications
- qualified workplace assessor.

WRRF.3A   Produce Financial Reports

This unit is based on the National Clerical-Administrative Competency Standards (Private Sector) - BSA97 and is equivalent to BSAFIN301A, BSAFIN302A and part of BSAFIN401A. It requires competencies involving the responsibility for ensuring that store financial systems are maintained and implemented.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
F.3.1 **Enter Payment Summaries into Journals**	ᵛ Payment documents filled out identifying relevant details. ᵛ Payment documents checked for authenticity of claim. ᵛ Payment documents balanced on a routine basis.
F.3.2 **Reconcile Accounts to Balance**	ᵛ Discrepancies between transaction documentation and account balances identified. ᵛ Errors in documentation rectified. ᵛ Data recorded on nominated system within designated time limits.
F.3.3 **Prepare Bank Reconciliations**	ᵛ Deposit entries and cash payment summaries checked for accuracy against bank statements. ᵛ Discrepancies noted and resolved. ᵛ Regular reconciliation reports produced within designated time limits to provide data for preparation of trial balance. ᵛ Pay-in documentation completed accurately. ᵛ All money (cash, cheques, credit cards) calculations balanced accurately.
F.3.4 **Receive and Document Payments/Takings**	ᵛ Cash is correctly counted and, when applicable, correct change given. ᵛ Cheque and credit card payments are verified with the nominated person/department prior to acceptance. ᵛ Receipts are accurately completed and issued.

F.3.5 **Dispatch Statements to Debtors and Follow up Outstanding Accounts**

- v Debtor statements checked for accuracy of contents.
- v Any noted discrepancies rectified accurately.
- v Debtor statements dispatched within designated time limits.
- v Outstanding accounts collected within designated credit periods.
- v Credit terms reviewed and controlled to ensure payment within designated time limits.
- v Debtors ledger accurately maintained to reflect current situation.
- v Customer credit terms reviewed when indicated according to store policy.

F.3.6 **Dispatch Payments to Creditors**

- v Payment documentation prepared by others checked for accuracy of information and dispatched to creditors within designated time limits.
- v Creditors' statements reconciled with accounting records.
- v Relevant data input into creditors' ledger.
- v General ledger reconciled against accounting records.

F.3.7 **Prepare Financial Reports**

- v Purpose of the report clarified with nominated officer.
- v Relevant data identified and obtained from nominated internal and/or external sources.
- v Nominated internal records updated to show current status of financial report.
- v Data transcribed onto nominated form and in the authorised manner.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to financial systems, which will take into consideration government legislation when applicable.

ᵥ Size, type and location of store.

ᵥ Resources required to complete tasks.

ᵥ Recording, documenting and reporting systems.

ᵥ Types of equipment used.

ᵥ Complexity of software packages used.

ᵥ Range of responsibilities/job description.

ᵥ Accounting systems used.

ᵥ Accounting systems may be manual or electronic.

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.

This unit assumes and builds on competency in Unit WRRF.2A: Perform Retail Finance Duties.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ consistently applying store policies and procedures, in regard to producing financial reports

ᵥ consistently applying store policies and procedures in regard to handling cash

ᵥ consistently applying 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 trail balances

ᵥ consistently applying store policies and procedures in regard to receiving, recording and dispatching to debtors and creditors

ᵥ applying the follow up procedures for outstanding accounts.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and application of store policies and procedures, in regard to:
- register/terminal balance
- cash and non-cash transactions security
- petty cash
- cash balances
- banking
- 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.

EVIDENCE GUIDE (CONTINUED)

ᵥ Knowledge and application of 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.

ᵥ Knowledge of and skills in

- planning and organising activities

ᵥ Literacy skills in regard to interpreting documentation.

ᵥ Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	1	**2**	1	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRF.3A: Produce Financial Reports, the candidate will demonstrate the ability to process, check and balance payment documents and transactions and produce financial reports, ensuring that store financial systems are implemented and maintained.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the National Retail Training Package - WRR97.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRF.3A: Produce Financial Reports is either a Phase C or a Phase E unit within Certificate III in Retail Operations. Phase C and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance. When each unit of competence in either Phase C or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase E: *Co-ordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRF.3A: Produce Financial Reports, which are critical to either the theme of Phase C or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase E theme, *Coordinating Retail Office Functions* requires the candidate to demonstrate an ability to coordinate a team within the selected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ a real or simulated retail environment

ᵥ relevant documentation, such as:

- financial transaction dockets/slips/invoices
- recording/tally sheets
- store policy and procedure manuals.

ᵥ recording, documenting and filing systems

ᵥ registers and related equipment including EFTPOS facilities/equipment

ᵥ a range of appropriate software

ᵥ computer equipment

ᵥ qualified workplace assessor.

WRRF.4A Prepare Payroll

This unit is based on the National Clerical/Administrative Competency Standards (Private Sector)-BSA97 and is equivalent to BSAFIN501A. It involves the preparation, processing, payment and recording of the store employee salaries.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
F.4.1 **Prepare Payroll Data**	ᵥ Gross pay and deductions accurately calculated from information contained in relevant documents according to enterprise agreements and/or award specifications.
	ᵥ Payment due to individual employees calculated or data referred to payroll processor for calculation within designated time limits.
	ᵥ Details of pay identifying gross and net amounts correctly prepared for presentation to individual employees.
	ᵥ Group tax amounts calculated and transcribed and payments made in accordance with Australian Taxation Office (ATO) procedures.
	ᵥ Periodic deductions forwarded to nominated creditors within designated time limits.
F.4.2 **Process Payment of Wages and Salaries**	ᵥ Wages prepared and issued within designated time limits.
	ᵥ Records kept and maintained for taxation and auditing purposes.
	ᵥ Designated security procedures followed at all times to ensure confidentiality and security of information.
	ᵥ Wage enquiries dealt with promptly and courteously.
	ᵥ Records kept for the period determined by government legislation.

F.4.3   **Administer Salary and Wages Records**

ᵥ   Employee group certificate amounts accurately prepared and balanced from salary records.

ᵥ   Declaration forms for new and existing employees completed in accordance with Australian Taxation Office (ATO) requirements.

ᵥ   Payments to government authorities identified and accurately calculated in accordance with relevant government legislation.Payments to government authorities prepared and dispatched within the time limits designated by the authority.

ᵥ   Occupational superannuation payments calculated and dispatched within the guidelines of the fund and government legislative requirements.

ᵥ   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.

ᵥ   Information regarding workers compensation claims accurately compiled, assessed and payments made as required.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to payroll preparation.

v   Store policies and procedures in regard to security.

v   Size, type and location of store.

v   Number of staff.

v   Recording and documenting systems.

v   Payroll systems may be manual or electronic.

v   Payroll may be prepared internally or recorded and dispatched to a central pay office/centre.

v   Government legislation.

v   Relevant industrial awards.

v   Payroll data may include:
   − employee records
   − nominated industrial awards and agreements
   − individual agreements
   − company timesheets
   − garnishee orders from government or collection agencies
   − workers compensation claims.

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:

ᵛ   consistently applying store policies and procedures, in regard to preparing the payroll

ᵛ   consistently applying Australian Taxation Office (ATO) policies and procedures, including preparation and recording details for Group Certificates

ᵛ   consistently applying store policies and procedures, in regard to calculation of wages/salaries, including time sheets, taxation and periodic deductions

ᵛ   consistently applying store policies and procedures, in regard to processing and presentation wage/salary documentation

ᵛ   consistently applying store policies and procedures, in regard to establishing and maintaining effective manual/electronic recording and filing systems detailing relevant employee information.

Underpinning Knowledge and Skills

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

ᵛ   Knowledge and application of store policies and procedures, in regard to:

- register/terminal balance
- cash and non-cash transactions security
- cash float
- change required and denomination of change
- operation of equipment used at register/terminal.

ᵛ   Broad knowledge of 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.

ᵛ   Knowledge of principles and techniques in:

- planning and organising activities

- solving problems

ᵛ   Literacy skills in regard to interpreting documentation.

ᵛ   Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	1	**2**	1	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.5 and 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵛ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRF.4A: Prepare Payroll, the candidate will demonstrate the ability to prepare, pay and administer employee salaries and wages in compliance with legislative requirements and store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations and Certificate IV in Retail Management.

Interdependent assessment of units (Integrated Competency Assessment)

Certificate III in Retail Operations

The pattern and selection of units of competence for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package - WRR97*.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRF.4A Prepare Payroll is either a Phase C or a Phase E unit within Certificate III in Retail Operations. Phase C and Phase E are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase E units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competence in either Phase C or Phase E has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

    Phase C: *Developing and Recognising Retail Skills.*
    Phase E: *Co-ordinating Retail Office Functions*

The Integrated Competency Assessment activity will require the candidate to:

ᵛ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵛ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRF.4A Prepare Payroll, which are critical to either the theme of Phase C or the theme of Phase E.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase E theme, *Coordinating Retail Office Functions* requires the candidate to demonstrate an ability to coordinate a team within the selected administrative areas. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase E.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package - WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRF.4A Prepare Payroll is an elective unit in the Administrative Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*
Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRF.4A Prepare Payroll, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ a real or simulated retail environment

ᵛ relevant documentation, such as:

- payroll preparation and security policy

- relevant government and taxation legislation, superannuation, payroll tax, fringe benefits tax, workers' compensation and garnishee orders

- store policy and procedure manuals.

ᵛ computer equipment and appropriate software

ᵛ financial recording and documentation systems

ᵛ qualified workplace assessor.

National Wholesale Retail and Personal Services Industry Training Council LTD

S u i t e 2E
9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Operations

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRO.1A
Manage Merchandise and Store Presentation

O 1.1	Manage Store Merchandising
O 1.2	Plan and Manage Store Advertising and Promotions
O 1.3	Manage Store Pricing Policies
O 1.4	Manage Housekeeping

Unit WRRO.2A
Manage Sales and Service Delivery

O 2.1	Maintain and Improve Operations
O 2.2	Negotiate Supply of Goods
O 2.3	Establish Customer Requirements
O 2.4	Provide Productive Work Environment

Unit WRRO.3A
Provide a Safe Working Environment

O 3.1	Develop Policies to Establish and Maintain a Safe Working Environment
O 3.2	Consult with Staff
O 3.3	Establish and Maintain a Safe Working Environment
O 3.4	Assess Risks
O 3.5	Control Risks
O 3.6	Establish and Maintain Policies to Deal with Hazardous Events
O 3.7	Train Staff
O 3.8	Establish and Maintain Record System
O 3.9	Evaluate Policies and Procedures

Unit WRRO.4A
Control Store Security/Loss

O 4.1	Control Store Security

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRO.5A
Control Inventory

O 5.1   Manage, Receipt, Dispatch and Storage
         of Merchandise
O 5.2   Manage Stock Control

Unit WRRO.6A
Manage Store Facilities

O 6.1   Manage Store Maintenance Program
O 6.2   Manage Retail Equipment Maintenance
O 6.3   Negotiate Maintenance Contracts
O 6.4   Identify Facilities/Space Requirements

NATIONAL CODE	VERSION	OPERATIONS UNIT TITLES
WRRO.1	A	Manage Merchandise and Store Presentation
WRRO.2	A	Manage sales and Service Delivery
WRRO.3	A	Provide a Safe Working Environment
WRRO.4	A	Control Store Security/Loss
WRRO.5	A	Control Inventory
WRRO.6	A	Manage Store Facilities

WRRO.1A

Manage Merchandise and Store Presentation

This Unit requires a range of competencies involving management, according to store policies, of the store merchandising plan and store presentation.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.1.1 **Manage Store Merchandising**	ᵛ Layout and presentation support market position and promote customer flow according to store policy.
	ᵛ Layout assessment checks developed and implemented.
	ᵛ Standards for visual presentations and displays defined and clearly communicated to all staff.
	ᵛ Staff consulted to assess customer response to space allocations.
O.1.2 **Plan and Manage Store Advertising and Promotions**	ᵛ Store policies and procedures, managed and implemented in regard to store promotional activities.
	ᵛ Activities organised in line with anticipated/researched customer requirements.
	ᵛ Promotions managed in order to achieve maximum customer impact.
	ᵛ Arrangements with suppliers negotiated in regard to special promotional activities.
	ᵛ Store activities co-ordinated to complement shopping centre/retail complex promotions.
	ᵛ Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.
	ᵛ Promotional activities accurately documented and reported on.

O.1.3 **Manage Store Pricing Policies**

ᵛ Store policies and procedures maintained in regard to pricing.

ᵛ Accurate information on pricing trends and changes maintained and communicated to relevant staff.

ᵛ Procedures developed and implemented for pricing/marking down of slow moving stock, soiled or damaged goods or goods close to use-by date according to store policies and government requirements.

O.1.4 **Manage Housekeeping**

ᵛ Store policies and procedures developed and implemented in regard to store housekeeping and maintenance.

ᵛ Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained.

ᵛ Contingency plan initiated in the event of merchandise or store presentation problems.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to promotion of products and services and housekeeping.

ᵥ Size, type and location of store.

ᵥ Store merchandising plan may include:
- target market/market research
- store image
- store layout and space availability
- seasonal lines
- pricing policy.

ᵥ Customer market research may be formal or informal.

ᵥ Promotions may include external and in-shore activities or may be corporate or locally based.

ᵥ Promotions may include, but are not limited to the following:
- advertising
- catalogues
- newspapers
- posters
- radio or TV
- suppliers.

ᵥ Promotions may involve dealing with advertising agencies and consultants.

ᵥ Pricing policies may include long term and short term, internal and external considerations.

ᵥ 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.

ᵥ Housekeeping may include store premises and fittings, fixtures or equipment.

ᵥ Contingency plans may include:
- major spillages
- flood
- breakages.

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.

This unit assumes and builds on competency in Unit WRRM.3A: Co-ordinate Merchandise Presentation.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν   collaboratively planning layout and presentation of merchandise according to store policies and procedures

ν   assessing effectiveness of layout and presentation according to sales targets and/or predetermined objectives

ν   collaboratively planning, co-ordinating and implementing advertising and promotions activities according to store policies and procedures

ν   assessing and reporting on effectiveness of advertisng and promotions to staff and management according to store policies and procedures

ν   collaboratively planning, co-ordinating and implementing pricing activities according to store policies and procedures

ν   collaboratively planning, co-ordinating and implementing housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice

Underpinning Knowledge and Skills

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

ν   Broad knowledge of and compliance with 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

- occupational health and safety

ν   Broad knowledge of:

- store merchandise and service range

- store merchandising plan

- range and availability of new products and services

- customer demand and market trends

- product quality standards.

ᵥ Broad knowledge and understanding of, and compliance with, relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice.

ᵥ Broad knowledge of principles and techniques in:

- visual merchandising

- project management

- collecting, analysing and organising information

- planning and organising activities

- communicating ideas and information, including
    − providing feedback on performance
    − communicating store standards and expectations

- solving problems

ᵥ Literacy skills in regard to

- researching, analysing and interpreting a broad range of written material

- preparing reports

- documenting results

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	**3**	3	2	**3**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.6 and 3.7 the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵛ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.1A: Manage Merchandise and Store Presentation, the candidate should provide evidence of the ability to develop and manage store housekeeping policies and procedures, the ability to plan and manage store advertising and promotions, the ability to manage store presentations according to the store merchandising plan, including setting standards for visual merchandising, and the ability to manage store pricing policies.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.1A Manage Merchandise and Store Presentation is an elective unit in the Marketing Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*
Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.1A Manage Merchandise and Store Presentation, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Diploma in Retail Management

The pattern and selection of units of competency for Diploma in Retail Management are set out in the Qualifications, Section 3.7 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.1A: Manage Merchandise and Store Presentation is an elective unit within Diploma in Retail Management. It may be selected in conjunction with the essential unit in either Phase A or Phase B or Phase C

Refer to the Qualifications, Section 3.7 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase A or Phase B or Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase A: *Managing and Communicating Information*
Phase B: *Strategic Planning in a Retail Environment*
Phase C: *Managing the Implementation of Change.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.1A: Manage Merchandise and Store Presentation, which are critical to the theme of Phase A, or the theme of Phase B, or the theme of Phase C.

The Phase A theme, *Managing and Communicating Information,* requires the candidate to demonstrate an ability to manage the communication processes in order to respond to change and improve store performance within the specialist elective area chosen.

The Phase B theme, *Strategic Planning in a Retail Environment,* requires the candidate to demonstrate an ability to communicate and implement store values and objectives to meet store targets and policies within the specialist elective area chosen.

The Phase C theme, *Managing the Implementation of Change,* requires the candidate to demonstrate an ability to identify opportunities to implement change consistent with the stores overall aims and objectives within the specialist elective area chosen.

In either Phase A or Phase B or Phase C, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase A or Phase B or Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν a retail environment

ν relevant documentation, such as:

- store policy and procedures on:
  – layout and presentation
  – advertising and promotions
  – pricing
  – housekeeping.

- store merchandising plan

- legislation and statutory requirements

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice

ν access to a work team

ν qualified workplace assessor.

WRRO.2A   Manage Sales and Service Delivery

This unit involves competencies encompassing the monitoring, maintenance and particularly the improvement of sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.2.1 **Maintain and Improve Operations**	ᵛ Policies and procedures for sales and service delivery implemented, communicated and reviewed on a regular basis.
	ᵛ Resource allocation for client service provision is adequate and maintained in line with store policy.
	ᵛ Customer complaints which have been referred by staff, resolved according to store policy.
	ᵛ Sales and service targets/plans consistent with quality and functional specifications.
	ᵛ Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required.
	ᵛ Sales and service targets/plans communicated to relevant personnel according to implementation schedules.
	ᵛ Feedback given to staff on operations and outcomes.
	ᵛ Staff encouraged to take responsibility for meeting customer requirements.
	ᵛ Feedback from customers sought and used to improve future operations.
	ᵛ Corrective measures taken to minimise factors which may cause operations to be disrupted.
	ᵛ Corrective actions monitored and evaluated for effectiveness and used for future operational planning.
	ᵛ Current and accurate records on sales are available to authorised personnel.
	ᵛ Relevant reports interpreted and acted upon as required.

O.2.2   **Negotiate Supply of Goods**

v   Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.

v   Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.

v   Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

v   Market factors affecting supply identified and communicated to relevant personnel.

v   Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time limits.

v   Immediate corrective action taken where potential or actual problems with supply indicated.

v   New suppliers identified and developed to maintain and improve sales and service delivery.

O.2.3   **Establish Customer Requirements**

v   Strategies planned and developed to enhance customer service provision according to store policy.

v   Customer needs researched and analysed accurately in regard to local geographic and cultural issues.

O.2.4   **Provide Productive Work Environment**

v   Sufficient supply of resources of the necessary quantity and quality established and maintained to meet customer requirements.

v   Access to, and use of, resources regulated and monitored for maximum efficiency.

v   Staff working conditions meet current legislation and store policy.

v   Maintenance frequency and use of equipment conform to recommended schedules and procedures.

v   Resources which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.

v   Recommendations for improving conditions communicated to relevant personnel within designated time frame.

v   Complete, accurate records maintained and made available to authorised personnel.

RANGE OF VARIABLES

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:

ν Store policies and procedures in regard to sales and service delivery.

ν Size, type and location of store/stores.

ν Store merchandise and service range.

ν Policies and procedures may involve:
  − service standards
  − staff presentation
  − customer complaints
  − staff induction
  − customer service and sales training.

ν Sources of supply may be:
  − people
  − external organisations
  − internal departments/teams.

ν Resources may be:
  − people
  − material
  − equipment/technology
  − financial
  − external consultants.

ν Customers may be:
  − external
  − internal ie. other departments or teams.

ν Service and products may be:
  − current
  − potential.

ν Negotiations may be conducted by:
  − face to face contact
  − correspondence
  − meetings
  − telephone.

ν Specifications for services and products may involve:
  − quality
  − quantity
  − coverage/content
  − time schedules/scales
  − cost.
  .

- v Specifications may include:
  - − customer agreements
  - − operational means for meeting agreements
  - − specific functional duties within the organisation

- v 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.

- v Feedback may be sought and given:
  - − verbally
  - − in writing.

- v Analysis methods may be:
  - − quantitative
  - − qualitative.

- v Factors which disrupt operations may include those affecting:
  - − supply
  - − operational resources
  - − quality of materials.

- v Corrective actions consistent with organisational policy and within budgetary constraints.

- v Communications may occur with people from a range of social, cultural and ethnic backgrounds.

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.

This unit assumes and builds on competency in Units WRRI.2A: Maintain Stock Control and WRRI.3A: Order Stock.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ   maintaining, monitoring and evaluating sales and service delivery

ᵥ   communicating sales and service targets/plans and feedback on operations and outcomes to relevant personnel

ᵥ   proactively improving sales and service delivery operations

ᵥ   interpreting and maintaining data on sales and services delivery

ᵥ   negotiating and arranging supply of goods according to store policies and procedures

ᵥ   authorising pricing and payment agreements according to store policies and procedures

ᵥ   maintaining, monitoring and evaluating supply of stock.

Underpinning Knowledge and Skills

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

ᵥ   Broad knowledge of and compliance with store policies and procedures, in regard to
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing
ᵥ   Broad knowledge of:
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
ᵥ   Broad knowledge and understanding of, and compliance with, relevant:
  - legislation and statutory requirements, including consumer law and trade practices legislation
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice

ᵛ Broad knowledge of principles and techniques in:

- purchasing and supply specifications

- stock control

- collecting, analysing and organising information, including
  - record maintenance
  - performance measures

- communicating ideas and information to suppliers, staff and management

- solving problems

- negotiating with suppliers and customers

- planning and organising activities

ᵛ Literacy skills in regard to

- researching, analysing and interpreting a broad range of written material

- preparing reports

- documenting results

ᵛ Numeracy skills in regard to interpreting and maintaining data

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	3	3	3

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.2A: Manage Sales and Service Delivery, the candidate should provide evidence of the ability to manage store sales and customer service policies and procedures, the ability to improve store sales operations and enhance customer service provision, and the ability to manage, ensure and improve the supply of goods according to store policy, including pricing and payment arrangements.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.2A Manage Sales and Service Delivery is an elective unit in the Marketing Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*
Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.2A Manage Sales and Service Delivery, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ᵥ a retail environment

ᵥ relevant documentation, such as:

- store policies and procedures for:
  − sales and service delivery
  − pricing
- sales and service delivery targets/plans

- records of sales and service.

- legislation and statutory requirements

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice

ᵥ access to suppliers

ᵥ access to a team

ᵥ qualified workplace assessor.

WRRO.3A — Provide a Safe Working Environment

This unit is based on Worksafe Australia Guidelines and requires a range of competencies involving the development and implementation of policies and procedures relating to occupational health and safety issues.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.3.1 Develop Policies to Establish and Maintain a Safe Working Environment	ᵛ Store policies and procedures developed based upon a commitment to occupational health and safety and with regard to relevant legislation.
	ᵛ Occupational health and safety responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions.
	ᵛ Financial and human resources for the operation of the occupational health and safety system identified, sought and/or provided promptly and consistently.
	ᵛ Information on the occupational health and safety system readily accessible and clearly explained to staff.
	ᵛ Procedures established to identify existing and potential hazards.
	ᵛ Procedures established and maintained to facilitate the reporting of all safety related incidents.
	ᵛ Control measures developed according to the hierarchy of control.
	ᵛ Systems established to encourage staff members to report /identify all matters likely to affect workplace safety.
O.3.2 Consult with Staff	ᵛ Appropriate consultation processes established and maintained in consultation with staff according to occupational health and safety legislation and store policy.
	ᵛ Issues raised through consultation dealt with and resolved promptly according to store policy.
	ᵛ Information on outcomes of consultation provided to staff clearly and promptly.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

O.3.3   **Establish and Maintain a Safe Working Environment**

ᵥ Policies and procedures established and maintained to facilitate identification and prevention of hazards.

ᵥ 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.

ᵥ Procedures established and maintained to ensure safe handling and storage of hazardous goods.

ᵥ Procedures established and maintained to ensure equipment is maintained and stored safely in line with store policy.

ᵥ Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff.

ᵥ Store emergency procedures established and maintained for location and use of alarms, store evacuation, illness or accident, and for events likely to endanger staff or customers.

O.3.4   **Assess Risks**

ᵥ Risks presented by identified hazards correctly assessed in accordance with occupational health and safety legislation and codes of practice.

ᵥ Procedure for ongoing risk assessment developed and integrated with systems of work and procedures.

ᵥ Staff activities monitored to ensure this procedure is adopted effectively.

ᵥ Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.

O.3.5   **Control Risks**

ᵥ 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.

ᵥ Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.

O.3.6 **Establish and Maintain Policies for Hazardous Events**

ᵛ Potentially hazardous events correctly identified.

ᵛ Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services.

ᵛ Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.

O.3.7 **Train Staff**

ᵛ Occupational health and safety training program developed and implemented to ensure all staff are trained in occupational health and safety issues.

O.3.8 **Establish and Maintain Record System**

ᵛ 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.

O.3.9 **Evaluate Policies and Procedures**

ᵛ Effectiveness of the occupational health and safety system and related policies, procedures and programs assessed according to store policy.

ᵛ Improvements to the occupational health and safety system developed and implemented to ensure more effective achievement of store policy.

ᵛ Compliance with occupational health and safety legislation and codes of practice assessed to ensure that legal occupational health and safety standards are maintained.

RANGE OF VARIABLES

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:

ᵥ Relevant legislation and codes of practice.

ᵥ Store policies and procedures in regard to occupational health and safety and emergency procedures.

ᵥ Store size, type and location.

ᵥ Store merchandise and service range.

ᵥ Type of equipment used.

ᵥ Risk factors.

ᵥ Range of responsibilities/job description.

ᵥ Consultation processes.

ᵥ Training budget.

ᵥ 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.

ᵥ Emergency procedures may involve staff or customers and may include: sickness, accidents, fire, store evacuation, chemical spills, bomb scares, armed robbery, or events likely to endanger staff or customers.

ᵥ Processes for consultation with committees, representatives and other relevant bodies.

ᵥ Training may be provided on- or off-the-job and may include internal or external trainees.

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.

This unit assumes and builds on competency in Unit WRRLP.3A: Maintain Store Safety.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ maintaining, managing and applying 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

ᵥ maintaining, managing and applying emergency procedures according to store policies and procedures

ᵥ developing and/or managing 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

ᵥ establishing and maintaining consultative processes in regard to occupation health and safety legislation/regulations/industry codes of practice

ᵥ allocating and managing staff responsibilities for occupational health and safety guidelines and health and hygiene legislation/regulations and industry codes of practice

ᵥ developing and implementing staff training programs that relate to occupational health and safety, and health and hygiene legislation/regulations and industry codes of practice

ᵥ establishing and maintaining a recording system for accident, illness and emergency situations details

ᵥ evaluating, reviewing and making recommendations for improvements with regard to store policies and procedures in occupational health and safety and store emergency procedures

Underpinning knowledge and skills

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

ᵥ Broad knowledge of and compliance with 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.

ᵛ Broad knowledge and understanding of and compliance with relevant:

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    − Manual Handling
    − Hygiene and Sanitation
- legislation and statutory requirements, including equal opportunity principles
- industry codes of practice.

ᵛ Broad knowledge of procedures in:

- identifying and preventing fire and safety hazards, including fire/chemical/electrical hazards
- first aid
- use of safety alarms/fire extinguishers/emergency exits
- handling and storage of hazardous and non hazardous goods and equipment
- spills/leakage of materials/accidents/sickness
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances

ᵛ Broad knowledge of principles and techniques in:

- communicating ideas and information, including consultation processes and negotiating
- developing processes and procedures
- solving problems
- collecting, analysing and organising information
- planning and organising activities

ᵛ Literacy skills in regard to

- researching, analysing and interpreting a broad range of written material
- preparing reports
- documenting results

ᵛ Numeracy skills in relation to finance and risk assessment

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	2	3	3

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.3A: Provide a Safe Working Environment, the candidate should provide evidence of the ability to develop and manage the store OH&S system, including policy and procedure development, risk assessment, planning for hazardous events and staff OH&S communication/training, based on Workplace Australia guidelines, codes of practice and relevant legislation.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.3A: Provide a Safe Working Environment is a Phase C unit within Certificate IV in Retail Management. All Phase C units are essential. The other Phase C units are:

WRRPM.1A: Administer Human resources Policy
WRRPM.2A: Recruit and Select Personnel

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing the Human Resource Function.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.3A: Provide a Safe Working Environment, which are critical to the theme of *Managing the Human Resource Function,* in order to demonstrate an ability to analyse the key policies and procedures and their implementation for recruitment practices, staffing levels, training and induction programs, Occupational Health and Safety, industrial relations and performance appraisal. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν   a retail environment

ν   relevant documentation, such as:

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Health and Hygiene
- industry codes of practice
- store policy and procedure manuals
- enterprise agreements in regard to consultative committees.

ν   access to other staff members

ν   access to emergency equipment

ν   qualified workplace assessor.

WRRO.4A   Control Store Security/Loss

This unit requires a range of competencies involving management, according to store policy, of store security.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.4.1 Control Store Security	ᵛ Security procedures to facilitate the detection and prevention of internal or external theft developed and implemented according to store policy.
	ᵛ Procedures to ensure maximum safety and security for all personnel in the event of robbery developed and implemented.
	ᵛ Procedures for opening and closing premises and cash registers, cash security, credit card and cheque transactions developed and implemented.
	ᵛ Security procedures monitored, maintained and communicated to all staff.
	ᵛ Stocktaking procedures established and implemented to monitor, control and minimise stock losses.

RANGE OF VARIABLES

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:

ᵥ   Store policies and procedures in regard to security.

ᵥ   Store size, type and location.

ᵥ   Store merchandise and service range.

ᵥ   Type of security equipment used/level of security required.

ᵥ   Theft may involve internal or external personnel.

ᵥ   Risk factors.

ᵥ   Range of responsibilities/job description.

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.

This unit assumes and builds on competency in Unit WRRLP.4A: Maintain Store Security.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ developing and implementing security procedures to facilitate the detection and prevention of theft

ᵥ developing and implementing procedures to ensure safety and security of internal and external clients in the event of robbery

ᵥ developing and implementing procedures for:

- opening and closing premises
- cash security
- credit card transactions, EFTPOS
- cheque transactions
- stocktaking to control and minimise theft

Underpinning Knowledge and Skills

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

ᵥ Broad knowledge of and compliance with store policies and procedures in regard to

- security
- detection and apprehension of thieves

ᵥ Broad knowledge and understanding of, and compliance with, relevant:

- legislation and statutory requirements, including
  - case law or common law
  - state laws relating to property offences
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice

ᵥ Broad knowledge of procedures in:

- credit card transactions
- cheque transactions
- stocktaking

ᵛ Broad knowledge of principles and techniques in:

- safety of personnel in the event of robbery

- detection and prevention of theft

- negotiating

- planning and organising activities

- collecting, analysing and organising information, including record maintenance

- communicating ideas and information, including development of procedures

- solving problems

- using technology

ᵛ Literacy skills in regard to developing, documenting and recording procedures

ᵛ Numeracy skills in regard to interpretation of data and financial transactions

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	2	3	3

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.4A: Control Store Security/Loss, the candidate should provide evidence of the ability to develop and manage the store security system, including policy and procedures relating to external and internal theft, robbery and emergency situations, opening and closing, cash/credit card/cheque transactions and stocktaking.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.4A Control Store Security/Loss is an elective unit in the Store Operations Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

EVIDENCE GUIDE (CONTINUED)

When each unit of competency In either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

> Phase B: *Leading and Managing People*
> Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

_v apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

_v integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.4A Control Store Security/Loss, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

_v a retail environment

_v 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

_v access to a range of equipment for payments

_v access to a team

_v access to a range of security equipment

_v qualified workplace assessor.

WRRO.5A Control Inventory

This unit requires a range of competencies involving management, according to store policy, of store inventory control.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.5.1 **Manage Receipt, Dispatch and Storage of Merchandise**	ᵛ Store policies and procedures implemented in regard to: – receipt of goods from suppliers – dispatch of goods – shrinkage prevention – waste controls – safety controls – secure storage. ᵛ Cost effective and efficient methods for goods movement determined according to store policy. ᵛ Maintenance procedures for storage areas and equipment implemented according to store policy.
O.5.2 **Manage Stock Control**	ᵛ Store policies and procedures implemented in regard to stock control and inventories. ᵛ Store procedures established and implemented to monitor and control stock levels. ᵛ Budgeted stock levels maintained. ᵛ Stocktaking procedures established and implemented. ᵛ Contingency plans established and implemented in regard to stock delivery times. ᵛ Accurately document and prepare reports on stock inventories.

RANGE OF VARIABLES

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:

ᵥ   Store policies and procedures in regard to inventory control.

ᵥ   Store size, type and location.

ᵥ   Store merchandise and product range.

ᵥ   Range of responsibilities/job description.

ᵥ   Type of equipment/stock recording and control systems used.

ᵥ   Stocktaking procedures may include:
   −   stock control
   −   stock levels
   −   cyclical counts
   −   minimisation of out-of-date stock
   −   quality control.

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.

This unit assumes and builds on competency in Units WRRI.2A: Maintain Stock Control and WRRI.3A: Order Stock.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν   planning, co-ordinating and implementing activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines

ν   implementing maintenance procedures for storage areas and equipment according to store policy

ν   planning, co-ordinating and implementing 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 Knowledge and Skills

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

ν   Broad knowledge of and compliance with store policies and procedures on inventory control, including:

- 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.

ν   Broad knowledge of:

- store systems and equipment for stock recording and control
- inventory control
- storage security

ᵛ Broad knowledge and understanding of, and compliance with, relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice, including Manual Handling

ᵛ Broad knowledge of principles and techniques in:

- planning and organising activities, including stocktaking

- collecting, analysing and organising information, including records maintenance

- solving problems

- using technology

ᵛ Literacy skills in regard to documenting and recording procedures

ᵛ Numeracy skills in regard to interpreting data and cost effectiveness/efficiency

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	3	3	3

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.5A: Control Inventory, the candidate should provide evidence of the ability to develop, implement and monitor store inventory and stock control policies and procedures, including the receipt, storage, movement, control and dispatch of goods, the maintenance of storage areas and equipment and stocktaking.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.5A Control Inventory is an elective unit in the Store Operations Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*
Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.5A Control Inventory, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ᵥ a retail environment

ᵥ 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, including Manual Handling

ᵥ access to:

- a stock control system

- stock control equipment

- a team.

ᵥ qualified workplace assessor.

WRRO.6A   Manage Store Facilities

This unit encompasses competencies involving management of the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts and identifying and locating facilities requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
O.6.1 **Manage Store Maintenance Program**	ᵥ Premises, fittings, fixtures and equipment monitored and maintained according to store policy. ᵥ Deficiencies in store maintenance procedures identified and remedial action taken. ᵥ Expert or specialist advice obtained as required according to store policy. ᵥ Contingency plan initiated in the event of maintenance problems.
O.6.2 **Manage Retail Equipment Maintenance**	ᵥ Policies and procedures developed and implemented to ensure retail equipment maintained according to store policy. ᵥ Maintenance program for retail equipment monitored and implemented according to manufacturer's design specifications and store policy. ᵥ Equipment faults identified and rectified where possible, without undue delay. ᵥ Equipment faults or failures reported according to service agreements and store policy.
O.6.3 **Negotiate Maintenance Contracts**	ᵥ Maintenance contracts with contractors and suppliers negotiated according to store policies and procedures. ᵥ Contract terms and conditions negotiated and implemented to maximise benefits for the store, and communicated to relevant staff. ᵥ Maintenance procedures monitored to ensure products/tasks meet contract specifications.
O.6.4 **Identify Facilities/Space Requirements**	ᵥ Facilities/space requirements identified according to store policy and budget requirements. ᵥ Suitable facilities/space located. ᵥ Space utilisation maximised with consideration to existing configuration.

RANGE OF VARIABLES

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:

ᵛ Store policies and procedures in regard to store maintenance and facilities management.

ᵛ Size, type and location of store.

ᵛ Store merchandise and service range.

ᵛ Type of equipment/technology used.

ᵛ Contracts may be negotiated externally or internally.

ᵛ Contracts may involve:
  − quality standards
  − maintenance services
  − cleaning
  − security
  − electrical services
  − plumbing services
  − equipment.

ᵛ Accounting and recording methods used may be electronic or manual

ᵛ Range of responsibility/job description

ᵛ Number of staff.

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.

This unit assumes and builds on competency in Unit WRRM.4A: Co-ordinate Housekeeping.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ planning, co-ordinating and implementing activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policies and procedures

ᵥ initiating contingency plans in response to maintenance problems

ᵥ negotiating, monitoring and implementing maintenance contracts according to store policies and procedures

ᵥ identifying and utilising space and facilities to maximise space utilisation

ᵥ evaluating and reporting on effectiveness of maintenance contracts.

Underpinning Knowledge and Skills

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

ᵥ Broad knowledge of and compliance with store policies and procedures on:
  - maintenance of store facilities
  - maintenance of retail equipment

ᵥ Broad knowledge of:
  - maintenance contract terms and options
  - contract specifications

ᵥ Broad knowledge and understanding of, and compliance with, relevant:
  - legislation and statutory requirements, including contract law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice

ᵥ Broad knowledge of principles and techniques in:
  - monitoring performance of contracts
  - negotiating, in particular contract negotiation
  - planning and organising activities
  - collecting, analysing and organising information, including space requirements and record maintenance
  - solving problems
  - using technology

ᵥ Literacy skills in regard to developing, documenting and recording procedures.

ᵥ Numeracy skills in accounting and recording data

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	**3**	3	**2**	**3**	**3**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Sections 3.6 and 3.7 the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.6A: Manage Store Facilities, the candidate should provide evidence of the ability to manage store facilities, including premises and equipment, store space utilisation and maintenance contracts.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

Certificate IV in Retail Management

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.6A Manage Store Facilities is an elective unit in the Property Stream within Certificate IV in Retail Management. It may be selected in conjunction with the essential unit in either Phase B or Phase D.

Refer to the Qualifications, Section 3.6 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase B or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase B: *Leading and Managing People*
Phase D: *Managing Financial Resources*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.6A Manage Store Facilities, which are critical to either the theme of Phase B or the theme of Phase D.

The Phase B theme, *Leading and Managing People,* requires the candidate to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen.

The Phase D theme, *Managing Financial Resources,* requires the candidate to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen.

In either Phase B or Phase D, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase B or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Diploma in Retail Management

The pattern and selection of units of competency for Diploma in Retail Management are set out in the Qualifications, Section 3.7 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRO.6A Manage Store Facilities is an elective unit within Diploma in Retail Management. It may be selected in conjunction with the essential unit in either Phase A or Phase B or Phase C

Refer to the Qualifications, Section 3.7 for the other units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase A or Phase B or Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

    Phase A: *Managing and Communicating Information*
    Phase B: *Strategic Planning in a Retail Environment*
    Phase C: *Managing the Implementation of Change.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.6A Manage Store Facilities, which are critical to the theme of Phase A, or the theme of Phase B, or the theme of Phase C.

The Phase A theme, *Managing and Communicating Information,* requires the candidate to demonstrate an ability to manage the communication processes in order to respond to change and improve store performance within the specialist elective area chosen.

The Phase B theme, *Strategic Planning in a Retail Environment,* requires the candidate to demonstrate an ability to communicate and implement store values and objectives to meet store targets and policies within the specialist elective area chosen.

The Phase C theme, *Managing the Implementation of Change,* requires the candidate to demonstrate an ability to identify opportunities to implement change consistent with the stores overall aims and objectives within the specialist elective area chosen.

In either Phase A or Phase B or Phase C, the details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase A or Phase B or Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν   a retail environment

ν   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

ν   access to a team

ν   access to equipment/technology

ν   qualified workplace assessor.

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9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Information

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRINF.1A
Analyse and Communicate Information

INF 1.1	Review External Operating Environment
INF 1.2	Identify and Evaluate Competitors
INF 1.3	Assess Internal Strengths
INF 1.4	Forecast Trends and Developments
INF 1.5	Recommend and Implement Improvements
INF 1.6	Respond to Change
INF 1.7	Communicate Internally and Externally

Summary of Units and Elements of Competency

National Code	Version	Information Unit Titles
WRR INF.1	A	Analyse and Communicate Information

WRRINF.1A

Analyse and Communicate Information

This unit involves competencies encompassing the overall management of information. It includes gathering information from a wide variety of sources, analysing it and using it for planning purposes.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
INF.1.1 Review External Operating Environment	ᵛ Strategies developed to maximise the understanding of the store's external operating environment including competitors, local culture and customers.
	ᵛ Operating environment reviewed using current information from staff members, customer feedback and external sources.
	ᵛ External operating environment analysed using current, accurate information which reflects emerging and predicted trends.
	ᵛ Review systems to reflect possible future store operating policies and procedures, technology, partners, competitors and other relevant organisations.
INF.1.2 Identify and Evaluate Competitors	ᵛ Strengths and weaknesses of existing and potential competitors identified and evaluated using accurate and current information.
	ᵛ Information gained from ethical, cost effective sources according to store policy.
	ᵛ Store plans/targets adjusted according to information gained from external operating environment to maximise success of store operation.
INF.1.3 Assess Internal Strengths	ᵛ Opportunities for new and existing products and services evaluated in response to internal strengths and external factors.
	ᵛ Merchandise or service delivery evaluated using accurate, current information.

INF.1.4   **Forecast Trends and Developments**

- v   Future trends and developments regularly projected using accurate, current information.
- v   Impact of future trends and developments on store operations clearly identified.
- v   New technology regularly investigated and assessed for possible store application.
- v   Forecasts reported using accurate qualitative and quantitative information.

INF.1.5   **Recommend and Implement Improvements**

- v   Improvements recommended and implemented based on forecasts.
- v   Strategies developed and implemented to maximise future business, customer service and profit.

INF.1.6   **Respond to Change**

- v   Changes in store operating environment identified accurately and promptly.
- v   Policies and procedures developed and implemented to effectively respond to changes in internal and external operating environment without undue delay.

INF.1.7   **Communicate Internally and Externally**

- v   Internal and external correspondence or personal communications implemented according to store policy and procedures.
- v   Personal presentation professional and in line with store policy.
- v   Written communications summarised to convey key points which are clear, concise and in line with store policies.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to information and review of internal and external operating environment.

ᵥ Size, type and location of store/stores.

ᵥ Store merchandise and service range.

ᵥ External operating environment may include:

- Markets ie.:
  - advertising/marketing targets
  - customers
  - local culture/environment.

- Competitors:
  - product and service range
  - pricing policies.
  - marketing policies.

- New or existing:
  - products and services
  - suppliers
  - technology.

- Government/legislative bodies affecting:
  - employment conditions
  - staff
  - trade practices
  - consumer law
  - occupational health and safety.

ᵥ Internal operating environment may include:

- operating climate/culture

- existing merchandise and service range

- possible future merchandise and service range

- possible future retail technology systems

- problems in sales and service delivery

- customers

- staff

- management

- management information systems

RANGE OF VARIABLES (CONTINUED)

- Information may be gathered from:
  - contacts with others inside or outside the store
  - customers
  - staff
  - publications, business journals, newspapers, conferences/courses.
- Information may be analysed and evaluated using a wide variety of research, analysis and forecasting techniques including:
  - written or verbal data
  - surveys
  - formal or informal meetings
  - quantitative and qualitative data
  - management of information technology systems
- Communications may include:
  - internal or external contacts
  - personal, face to face or electronic media
  - written correspondence
  - memorandums
  - routine or specialist reports.

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:

ᵥ   identifying and analysing information about features of the operating environment which now, or in the future will impact on store retail operations

ᵥ   identifying and implementing changes to maximise future business, customer service and profit

ᵥ   developing and implementing strategies to implement changes.

Underpinning Knowledge and Skills

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

ᵥ   In depth knowledge of store policies and procedures, in regard to:

  • information on internal and external operating environment

  • review of internal and external operating environment.

ᵥ   In depth knowledge of:

  • social, cultural environment

  • characteristics of customers

  • market for store products and services

  • sources of supply of products and services

  • competitors

  • existing technology

  • new technology

ᵥ   In depth knowledge of principles and techniques in:

  • change management

  • planning and organising activities, including time management

  • communicating ideas and information, including public speaking and group presentation

  • collecting, analysing and organising information, including:
    – qualitative and quantitative analysis
    – evaluation of information

  • solving problems

  • using and applying technology

ᵥ   Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations and business correspondence.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	**3**	3	3	**3**	**3**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.7 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97.*

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRINF.1A Analyse and Communicate Information, the candidate should provide evidence of the ability to take responsibility for the overall management of communication and information, including information about the store's strengths, external environment, competitive position, trends and developments from a wide variety of current sources, and applying that information to respond to change, and improve store performance.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Diploma in Retail Management are set out in the Qualifications, Section 3.7 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit INF.1 Analyse and Communicate Information is an essential Phase A unit within Diploma in Retail Management. The other Phase A unit may be selected from the elective units.

Refer to the Qualifications, Section 3.7 for the elective units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing and Communicating Information.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRINF.1A Analyse and Communicate Information, which are critical to the theme of *Managing and Communicating Information,* in order to demonstrate an ability to manage the communication processes in order to respond to change and improve store performance within the specialist elective area chosen. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ a real or simulated retail environment

ᵛ access to information on:

- markets

- competitors

- products and services

- suppliers

- new technology

ᵛ relevant documentation such as:

- store policy on communication

- legislation and statutory requirements

ᵛ qualified workplace assessor.

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9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

People Management

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRPM.1A
Administer Human Resources Policy

PM 1.1	Implement Staffing Levels
PM 1.2	Monitor Staff Performance
PM 1.3	Identify and Minimise Potential Industrial Relations Problems
PM 1.4	Develop and Implement Training Plans

Unit WRRPM.2A
Recruit and Select Personnel

PM 2.1	Define Future Personnel Requirements
PM 2.2	Determine Job Specifications
PM 2.3	Recruit Staff
PM 2.4	Assess and Select Applicants

Unit WRRPM.3A
Lead and Manage People

PM 3.1	Lead the Team
PM 3.2	Lead by Example
PM 3.3	Develop and Communicate Team Objectives
PM 3.4	Establish, Develop and Improve Teams
PM 3.5	Develop Self
PM 3.6	Delegate Responsibility and Authority
PM 3.7	Consult with Team
PM 3.8	Support the Team

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	PEOPLE MANAGEMENT UNIT TITLES
WRRPM.1A	A	Administer Human Resource Policy
WRRPM.2A	A	Recruit and Select Personnel
WRRPM.3A	A	Lead and Manage People

WRRPM.1A

Administer Human Resources Policy

This unit requires a range of competencies involving planning and management of human resources. A level of judgement and a wide variety of skills are required.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

PM.1.1 **Implement Staffing Levels**

ᵥ Store policies and procedures in regard to staffing levels, maintained and monitored.

ᵥ Store staffing plans involving total store operation, maintained.

ᵥ Store staffing plan is comprehensive, concise and easily understood by staff and management.

ᵥ All figures based on accurate and current information.

ᵥ Contingency plans developed to cope with extreme situations.

ᵥ Staff turnover problems are identified analysed and rectified as required by store policy.

PM.1.2 **Monitor Staff Performance**

ᵥ Store policies and procedures in regard to staff performance requirements analysed, monitored and maintained.

ᵥ Performance appraisal/counselling interviews conducted as required, according to store policy.

ᵥ Constructive feedback on performance given clearly and at a level and pace appropriate to the team member.

ᵥ Performance and achievement recognised and individuals encouraged to contribute to their own assessment.

ᵥ Individuals encouraged to contribute to improved policies and procedures.

ᵥ Staff disciplined and counselled as required according to store policy and statutory requirements.

ᵥ Staff dismissals implemented according to store policy and procedures and statutory requirements.

ᵥ Terminal/exit interviews conducted according to store policy and procedures and statutory requirements.

ᵥ Details of all procedures accurately and completely recorded and made available to authorised personnel.

PM.1.3   **Identify and Minimise Potential Industrial Relations Problems**

- ᵥ Strategies in regard to interpersonal conflict and dispute resolution developed and implemented according to store policies and procedures
- ᵥ Consultation and co-operation within team actively encouraged.
- ᵥ Where interpersonal conflict arises, constructive support provided to resolve problem.
- ᵥ Team members accurately informed of current dispute resolution/grievance procedures.
- ᵥ Details of proceedings recorded concisely and accurately and made available to authorised personnel.
- ᵥ Team members treated with integrity, respect and compassion.

PM.1.4   **Develop and Implement Training Plans**

- ᵥ Training objectives and activities based on considered assessment of existing individual/team competencies, potential competence and career aspirations according to store policies.
- ᵥ Training plans regularly reviewed, updated and improved in consultation with staff and management.
- ᵥ Training plans contain clear, realistic objectives.
- ᵥ Individuals encouraged and assisted to evaluate their own development and training needs and to contribute to development planning and review.
- ᵥ Training activities optimise the use of available resources.
- ᵥ Training needs identified using accurate and current information.
- ᵥ Training requirements relating to specific competencies necessary to perform a specified role or function clearly defined.
- ᵥ Ongoing training information provided to all staff.
- ᵥ Responsibility for training delegated to specific staff.
- ᵥ Planned training needs and specified outcomes documented.
- ᵥ Budget in regard to training and assessment of staff monitored and maintained according to store policy.

RANGE OF VARIABLES

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.

- Store policies and procedures in regard to employee relations and staff development.
- Statutory and award/agreement requirements including:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - dismissal.
- Systems for recording employee relations information.
- Size, type and location of store.
- Store merchandise and service range.
- Training may be delivered by manager or delegated to appropriate personnel.
- Existing staff competencies.
- Level of competencies required by staff.
- Budget allocation for staff training.
- Objectives may apply to individuals, teams or managers.
- Objectives may be communicating verbally or in writing.
- Team members may come from a range of social, cultural or ethnic backgrounds.
- Team members may vary in literacy and numeracy skills.
- Contingency plans may include:
  - unpredicted staff shortages
  - unpredicted customer demand
  - accidents or emergencies.

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.

This unit assumes and builds on competency in Units ER.2: Co-ordinate Work Teams and ER.3: Maintain Employee Relations.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵛ maintaining and monitoring 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.

ᵛ maintaining and monitoring 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.

ᵛ accurately recording and maintaining details of staff performance procedures, taking into account privacy requirements

ᵛ communicating with team members to minimise potential industrial relations problems

ᵛ developing, implementing and evaluating relevant and effective training plans aligned to business goals and company policies

Underpinning Knowledge and Skills

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

ᵛ Broad knowledge of and compliance with store policies and procedures, in regard to:

- staffing

- performance appraisal

- employee relations

- staff development.

- ᵥ Broad knowledge and understanding of and compliance with relevant statutory, legal and industrial relations requirements, in regard to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures
  - dismissal procedures
  - enterprise agreements/awards/wages and conditions
  - anti discrimination
  - equal opportunity
  - sexual harassment
  - occupational health and safety
- ᵥ Broad knowledge of:
  - a range of responsibilities/job descriptions
  - competency standards
  - store staffing plan
  - staff levels and turnover
  - existing competencies
  - resources available for training
  - training and development
- ᵥ Broad knowledge of principles and techniques in:
  - collecting, analysing and organising information, including:
    - analysing training needs
    - monitoring staff performance
  - communicating ideas and information, including:
    - performance appraisal
    - counselling
  - planning and organising activities
  - working with others and in teams, including:
    - negotiating
    - conflict resolution.
  - solving problems
- ᵥ Literacy skills in regard to
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- ᵥ Numeracy skills in regard to interpreting and maintaining data.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	**3**	**3**	2	**3**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context Of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPM.1A: Administer Human Resources Policy, the candidate should provide evidence of the ability to implement store human resource policy and procedures, including staffing levels, performance appraisal, staff counselling/discipline, industrial relations and in store training.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRPM.1A: Administer Human Resources Policy is a Phase C unit within Certificate IV in Retail Management. All Phase C units are essential. The other Phase C units are:

WRRO.3A: Provide a Safe Working Environment
WRRPM.2A: Recruit and Select Personnel

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing the Human Resource Function.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPM.1A: Administer Human Resources Policy, which are critical to the theme of *Managing the Human Resource Function,* in order to demonstrate an ability to analyse the key policies and procedures and their implementation for recruitment practices, staffing levels, training and induction programs, Occupational Health and Safety, industrial relations and performance appraisal. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ   a real or simulated retail environment

ᵥ   relevant documentation such as:
  - store policies and procedure on employee relations
  - store policies and procedure on staff development
  - store staffing plan
  - job descriptions.

ᵥ   statutes, awards and agreements relating to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures
  - dismissal procedures.

ᵥ   qualified workplace assessor.

WRRPM.2A   Recruit and Select Personnel

This unit involves competencies encompassing the overall planning of personnel requirements, writing job descriptions, and recruiting and selecting staff. This role may be carried out by the manager or the task may be delegated to others.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PM.2.1 Define Future Personnel Requirements	ᵥ Store policies in regard to staffing levels accurately identified. ᵥ Accurate current information used. ᵥ Competencies and attitudes required of individuals and teams clearly identified. ᵥ Appropriate members of staff adequately consulted. ᵥ Estimates of personnel needs supported by appropriate calculations where necessary.
PM.2.2 Determine Job Specifications	ᵥ Specifications accurately reflect the role which the appointee will play in relation to the team as a whole. ᵥ The views and requirements of all relevant people taken into account prior to completing the specification. ᵥ Specifications written are clear, concise and comply with legal requirements. ᵥ Specifications confirmed with appropriate personnel prior to recruitment action according to store policy.
PM.2.3 Recruit Staff	ᵥ Store procedures with regard to staff employment, maintained and monitored. ᵥ Employment vacancies advertised internally and externally according to store policy. ᵥ Job interviews and employment appraisal tests, conducted according to store policy. ᵥ Staff selection policies and procedures are conducted to comply with equal opportunity and equal employment opportunity legislation. ᵥ Wages and conditions comply with relevant awards/agreements and store policy.

PM.2.4   **Assess and Select Applicants**

ᵥ Assessment and selection process conducted according to store policy and procedures and legal requirements.

ᵥ Information obtained from each candidate judged against specified selection criteria, and any additional influencing factors noted.

ᵥ Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is sought promptly from appropriate personnel.

ᵥ Unintended deviations from agreed procedures identified and corrected before selection decisions made.

ᵥ Records are complete, accurate and clear.

ᵥ Selection recommendations communicated to authorised personnel only.

ᵥ All candidates promptly and accurately informed of selection decisions following each stage of the selection process.

ᵥ Recommendations for improvements to any aspect of the selection process communicated promptly to appropriate personnel.

ᵥ Selection choice justifiable from the evidence gained and the process used.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to personnel planning, selection and recruitment.

v   Size, type and location of store/stores.

v   Store staffing requirements may include:
   − permanent
   − temporary
   − full-time
   − part-time
   − casual.

v   Planning may take into consideration:
   − financial considerations
   − current and projected staff numbers
   − current staff competencies and estimation of competencies required
   − equal opportunity
   − succession planning
   − personnel forecasts
   − business plan/strategic directions.

v   Recruitment procedures may be delegated to individuals or to specialist personnel.

v   Job specifications should include:
   − job title and purpose of position
   − responsibilities
   − key competencies.

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:

ᵥ identifying existing and required competencies and attitudes of individuals and teams

ᵥ developing job specifications to effectively meet the needs of the store/company

ᵥ recruiting suitable staff according to:

• relevant store policies and procedures

• equal opportunity and equal employment legislation

• relevant awards/agreements

ᵥ assessing and selecting candidates according to store policies and procedures and legal requirements

ᵥ accurately recording selection processes.

Underpinning Knowledge and Skills

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

ᵥ Broad knowledge of and compliance with store policies and procedures, in regard to:

• personnel planning, including current and projected staff numbers

• personnel selection

• recruitment.

ᵥ Broad knowledge and understanding of, and compliance with, relevant:

• legislation and statutory requirements, including
  - equal opportunity and equal employment legislation

• awards/agreements.

ᵥ Broad knowledge and understanding of:

• recruitment sourcing methods

• government subsidies/support functions for traineeships

ᵥ Broad knowledge of principles and techniques in:

• planning and organising activities

• competency standards

• identifying, defining and assessing competence of individuals

• identifying competence requirement in relation to work demands

• consultation processes

• 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.

ν Literacy skills in regard to

- researching, analysing and interpreting a broad range of written material

- preparing reports

- documenting results

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3		3	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPM.2A: Recruit and Select Personnel, the candidate should provide evidence of the ability to determine staffing levels and job specifications, and recruit, assess and select staff according to store policy, EO and EEO legislation.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRPM.2A: Recruit and Select Personnel is a Phase C unit within Certificate IV in Retail Management. All Phase C units are essential. The other Phase C units are:

WRRO.3A: Provide a Safe Working Environment

WRRPM.1A: Administer Human Resources Policy

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing the Human Resource Function.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPM.2A: Recruit and Select Personnel, which are critical to the theme of *Managing the Human Resource Function,* in order to demonstrate an ability to analyse the key policies and procedures and their implementation for recruitment practices, staffing levels, training and induction programs, Occupational Health and Safety, industrial relations and performance appraisal. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   relevant documentation such as:

- store policies and procedure on personnel planning, selection and recruitment

- equal opportunity and equal employment legislation

- awards/agreements

ν   job descriptions/specifications

ν   qualified workplace assessor.

WRRPM.3A Lead and Manage People

This unit involves competencies encompassing the leadership and management of teams, where the manager has a key role in motivating others to achieve objectives. It involves team building, consultation, communication and delegation of authority.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PM.3.1 **Lead the Team**	ᵥ Leadership style reflects the store image/culture.
	ᵥ Environment created in which people are motivated to achieve high standards of performance.
	ᵥ Personal leadership style analysed and evaluated in terms of effects on motivation and performance of team members.
PM.3.2 **Lead by Example**	ᵥ High personal performance standards demonstrated.
	ᵥ Willingness to confront difficult situations/problems demonstrated.
	ᵥ Honest, open consultation used to communicate with team members.
	ᵥ Difficult situations dealt with fairly, openly and promptly.
PM.3.3 **Develop and Communicate Team Objectives**	ᵥ Clear, accurate and relevant team objectives developed, including expected performance standards.
	ᵥ Objectives achievable within designated time limits and according to resources available.
	ᵥ Objectives explained clearly and at a level and pace appropriate to team members.
	ᵥ Objectives regularly reviewed according to team/store policy changes.
	ᵥ Team members encouraged to provide feedback on objectives and to clarify areas of uncertainty.

PM.3.4   **Establish, Develop and Improve Teams**

- v Plans based on accurate assessment of current competencies and career aspirations according to current and future store requirements.
- v Individuals assisted and encouraged to take responsibility for their self development.
- v Team building and development plans contain clear, realistic objectives.
- v Unproductive friction between team members minimised.
- v Collaborative approach taken with team members, colleagues and management to establish constructive relationships.
- v Team members encouraged to offer ideas, views or suggestions.
- v Recognition of team members' suggestions offered, and explanations given if proposals rejected.
- v Outstanding achievement recognised.
- v Promises and undertakings to team are realistic and honoured.
- v Team members given appropriate support in areas which may affect work performance and morale.

PM.3.5   **Develop Self**

- v Current self competencies and development needs identified according to current position description and future career aspirations.
- v Realistic, achievable and challenging objectives developed and regularly reviewed.
- v Responsibility accepted for achieving self development objectives.
- v Progress and performance regularly reviewed with appropriate personnel.
- v Feedback received used to improve future performance.

PM.3.6 **Delegate Responsibility and Authority**

ᵥ Team and individual responsibilities and limits of responsibility, clearly defined according to store policy.

ᵥ Information provided in a manner and at a pace appropriate for the individual.

ᵥ Delegation is unambiguous, explicit and able to be carried out within a designated time frame.

ᵥ Resources and implementation methods effectively negotiated with team member(s).

ᵥ Support and resources available are accessible and are sufficient for the needs of the operation.

ᵥ Delegation reviewed regularly and revised as required.

PM.3.7 **Consult with Team**

ᵥ Policies, plans, problems and solutions clearly and concisely communicated to team according to store policy.

ᵥ Communication to team on store policy and operational issues actively and clearly demonstrated.

ᵥ Meeting purposes clearly established.

ᵥ Information clearly presented.

ᵥ Positive contributions encouraged from all members of group.

ᵥ Discussion time allocated to items according to importance, urgency or complexity.

ᵥ Leadership style appropriate for purpose and membership of group.

ᵥ Decisions recorded accurately and acted upon as required.

ᵥ Written and verbal communication performed in a clear and concise manner according to store policy.

PM.3.8 **Support the Team**

ᵥ Staff, colleagues and management actively supported within store policy guidelines in situations involving store policies or operations.

ᵥ Team members actively supported in achievement of realistic goals.

ᵥ Team members actively focused towards store plans/targets.

RANGE OF VARIABLES

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:

- Store policies and procedures in regard to staff development, people management and leadership style.
- Size and diversity of team.
- Store policies and procedures for conflict resolution/grievance procedures.
- Size, type and location of store/stores.
- Team members may come from a variety of social, cultural or ethnic backgrounds.
- Team members may vary in literacy and numeracy skills.
- Staff development policies and budget allocation.
- Current team competencies.
- Manager's succession planning requirements.
- Manager's interpersonal operating style.
- Manager's personal leadership style.
- Opportunities for manager to demonstrate personal performance standards at operational level.
- Store plans/targets.
- Store culture and operating environment.
- Degree of delegation authorised.
- Manager's self competencies may include:
  - communication skills
  - ability to delegate
  - conflict resolution skills
  - team building skills.
- Communication may include:
  - verbal
  - singly or in groups, in person or by telephone
  - formal or informal meetings
  - written correspondence, memos.

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.

This unit assumes and builds on competency in Unit ER.2: Co-ordinate Work Teams

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

v establishing effective and collaborative teams to achieve common objectives

v managing 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.

v evaluating, analysing and enhancing own leadership style

v evaluating and improving the effective performance of teams

v leading teams in an effective, open, consultative and supportive manner

v delegating appropriate responsibility and authority to team members.

Underpinning Knowledge and Skills

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

v Broad knowledge of and compliance with store policies and procedures, in regard to:

- people management
- staff development
- leadership
- team/company objectives

v Knowledge of principles and techniques in:

- planning and organising activities
- communicating ideas and information
- working with others and in teams

v Broad knowledge of principles and techniques in interpersonal relation skills, including:

- conflict resolution
- influencing/negotiating
- consultation
- team building
- training/mentoring
- delegation

- leadership styles
- personal leadership development
- group presentation
- assertiveness

ᵥ Literacy skills in regard to communicating ideas and information.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	**3**	**3**		**3**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPM.3A: Lead and Manage People, the candidate should provide evidence of successful practical application of strategic leadership and team management skills, including evidence of self development and leading by example, developing and communicating team objectives, and developing and implementing strategies to improve team performance and develop staff.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRPM.3A: Lead and Manage People is an essential Phase B unit within Certificate IV in Retail Management. The other Phase B unit may be selected from the elective units.

Refer to the Qualifications, Section 3.6 for the elective units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Leading and Managing People.*

The Integrated Competency Assessment activity will require the candidate to:

• apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

• integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPM.3A: Lead and Manage People, which are critical to the theme of *Leading and Managing People,* in order to demonstrate an ability to communicate with staff to identify relevant and achievable team goals for the functional area, develop measuring and monitoring procedures, develop and implement feedback processes and plan and deliver coaching plans within the specialist elective area chosen. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor

EVIDENCE GUIDE (CONTINUED)

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the Guide to Assessment Activities for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ a real or simulated retail environment

ᵛ relevant documentation, such as:

- store policies and procedure on people management

- store policies and procedure on staff development

- team/company objectives

ᵛ qualified workplace assessor.

NATIONAL WRAPS

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Fax: (02) 9745 3010

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**Email:
natwraps@natwraps.com.au**

NATIONAL RETAIL COMPETENCY STANDARDS

Key Management Skill Area

Planning

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRPL.1A
Manage Financial Resources

PL 1.1	Control Costs
PL 1.2	Control Budget
PL 1.3	Propose Expenditure
PL 1.4	Maintain Store Accounting Systems
PL 1.5	Prepare Store Sales Budgets
PL 1.6	Negotiate Budgets

Unit WRRPL.2A
Set Strategic Plans

PL 2.1	Communicate and Implement Mission Statement
PL 2.2	Set Objectives and Targets
PL 2.3	Develop Action Plans

Unit WRRPL.3A
Initiate and Implement Change

PL 3.1	Identify Opportunities for Increased Sales and Services
PL 3.2	Evaluate Changes
PL 3.3	Negotiate Change
PL 3.4	Implement and Evaluate Change

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	PLANNING UNIT TITLES
WRRPL.1	A	Manage Financial Resources
WRRPL.2	A	Set Strategic Plans
WRRPL.3	A	Initiate and Implement Change

WRRPL.1A

Manage Financial Resources

This unit involves competencies which include developing and implementing financial control systems. It also includes the development and negotiation of budget allocations.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

PL.1.1 Control Cost

ᵥ Cost reduction measures effectively implemented according to store policies and procedures.

ᵥ Information on costs and resource allocation accurately assessed and correctly interpreted.

ᵥ Team members actively encouraged to control costs in their areas of responsibility.

ᵥ Recommendations for improving cost reduction promptly implemented or communicated to appropriate personnel.

PL.1.2 Control Budget

ᵥ Expenditure monitored and maintained within budget targets according to store policy.

ᵥ Actual income and expenditure compared to budget targets at regular intervals according to store policy.

ᵥ Gross profit and loss figures by department/section and store, monitored, analysed and compared with budget targets.

ᵥ Net profit figures, including floor space profitability monitored and analysed according to budget targets.

ᵥ Stock turnover figures monitored and analysed according to budget targets.

ᵥ Where potential occurs for budget under or overspend, relevant personnel informed promptly.

ᵥ Prompt corrective action taken where significant deviations from budget occur.

ᵥ Necessary changes or allocations to agreed budget negotiated in advance of requirement.

ᵥ Modifications to existing budgets correctly authorised according to store policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

PL.1.3 **Propose Expenditure**

ᵛ Estimates of costs and benefits supported by valid, relevant information.

ᵛ Final recommendations supported by realistic alternatives and contain accurate, clear proposals.

ᵛ Recommendations clearly indicate net benefits over designated time frame and related changes in operations.

ᵛ Contentious issues clarified by further explanation.

ᵛ Estimates compared to actual costs and benefits to improve future proposals.

PL.1.4 **Maintain Store Accounting Systems**

ᵛ Store policies and procedures in regard to record keeping systems managed and maintained.

ᵛ Store systems for recording sales figures, revenue and expenditure monitored and maintained.

ᵛ Systems for recording and retrieving financial, personnel and payroll information as required by store policy monitored and maintained.

PL.1.5 **Prepare Store Sales Budgets**

ᵛ Store policies and procedures in regard to preparation of budget/target figures maintained.

ᵛ Budget and actual sales revenue and expenditure figures compared, analysed, documented and reported according to budget targets and store policy.

ᵛ Accurate records on past sales budgets/targets maintained according to store policy.

ᵛ Proposed budgets/targets presented accurately and concisely.

ᵛ Variations to proposed targets justified and reported according to store policy.

PL.1.6 **Negotiate Budgets**

ᵛ Budget negotiations conducted within a designated time frame and in a manner likely to promote good relationships.

ᵛ Budget negotiations reflect the overall store policies and objectives relevant to the manager's area of responsibility.

ᵛ Clarification promptly sought, where areas of uncertainty or disagreement occur.

ᵛ All relevant personnel promptly and accurately informed of budget decisions.

ᵛ Presentation of proposals is clear, concise, in appropriate form and emphasises benefits to store operation.

RANGE OF VARIABLES

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:

ν   Store policies and procedures in regard to financial control.

ν   Size, type and location of store/stores.

ν   Store merchandise and product range.

ν   Type of equipment/technology used.

ν   Sales volumes/number of staff.

ν   Communication may be:
   − formal/informal
   − with individuals or groups
   − written.

ν   Budget/target figures may encompass:
   − sales
   − cash flow
   − net profit
   − payroll
   − staff expenditure
   − capital
   − maintenance
   − advertising and promotion.

ν   Information may include:
   − resource utilisation
   − capital/overhead costs
   − interest rates
   − stock materials and equipment
   − staffing levels
   − operational costs.

ν   Information may be obtained by direct observation, written reports or numerical data.

ν   Proposals may be long- or short-term and may include potential improvements in:
   − profitability
   − productivity
   − quality of service
   − environmental impact
   − working conditions
   − working relationships
   − team motivation.

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.

This unit assumes and builds on competency in Unit F.3: Produce Financial Reports.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

v negotiating, developing and implementing store budgets according to store policies and procedures

v monitoring, analysing and reporting on income and expenditure against budgets according to store policies and procedures

v managing and maintaining accounting systems according to store policies and procedures

v developing and maintaining store policies and procedures in regard to store sales budget/targets

Underpinning Knowledge and Skills

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

v Broad knowledge of and compliance with store policies and procedures, in regard to financial control.

v Broad knowledge of:

- resource utilisation including capital, material and human

- store revenue

- capital/overhead costs

- interest rates

- cost of stock, materials and equipment

- staffing costs

- operational costs.

v Broad knowledge of principles and techniques in:

- monitoring resource utilisation and costs

- analysing efficiency and effectiveness

- cost benefit analysis

- differential analysis

- risk analysis

- planning and organising activities

- collecting, analysing and organising information

- communicating ideas and information, including negotiating

- solving problems

- using technology

ᵥ Literacy and numeracy skills in regard to report writing and compilation and analysis of budgetary figures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	**3**	**3**	3	**3**	**3**	**3**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.6 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPL.1A: Manage Financial Resources, the candidate should provide evidence of the ability to implement store financial systems, including controlling costs within budget parameters, maintaining store accounting systems and proposing, preparing and negotiating store sales budgets, in accordance with legislation, store policies and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate IV in Retail Management are set out in the Qualifications, Section 3.6 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRWRRPL.1AA: Manage Financial Resources is an essential Phase D unit within Certificate IV in Retail Management. The other Phase D unit may be selected from the elective units.

Refer to the Qualifications, Section 3.6 for the elective units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing Financial Resources.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPL.1A: Manage Financial Resources, which are critical to the theme of *Managing Financial Resources,* in order to demonstrate an ability to analyse the financial control systems, identify ways to improve performance and develop a budget proposal for the specialist elective functional area chosen. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate IV in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- v a real or simulated retail environment
- v store/sample policies and procedures in regard to financial control
- v an accounting system
- v budgetary information
- v a team involved in budget control
- v qualified workplace assessor.

WRRPL.2A   Set Strategic Plans

This unit involves competencies encompassing the ability to develop strategic plans, to set objectives and targets both long and short term and to develop action plans consistent with the stores overall aims and objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PL.2.1 **Communicate and Implement Mission Statement**	ᵛ Communicate mission statement according to store's stated purpose and values. ᵛ Mission statement interpreted in active consultation with team members and management.
PL.2.2 **Set Objectives and Targets**	ᵛ Objectives and targets developed after active consultation with team members and management according to store policies and procedures. ᵛ Strategies and objectives accurately reflect the overall store mission and values. ᵛ Strategies and objectives are attainable, cost efficient and realistic within a designated time frame and allow for continuous improvement planning. ᵛ Strategies and objectives contain sufficient detail to allow development of specific projects. ᵛ Constraints upon objectives clearly acknowledged.
PL.2.3 **Develop Action Plans**	ᵛ Action plans developed, evaluated and implemented according to store policies and procedures. ᵛ Action plans contain, clear, comprehensive and concise details. ᵛ Action plans take account of appropriate operational, financial, legal, human relations, internal and external operating environment and other relevant considerations. ᵛ Proposals identify targets, standards and implementation methods.

RANGE OF VARIABLES

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:

ᵛ Store policies in regard to strategic planning.

ᵛ Size, type and location of store/stores.

ᵛ Store merchandise and service range.

ᵛ Internal and external operating environment.

ᵛ Mission statements may be formal or informal and communicated verbally or in writing.

ᵛ Values and policies may include:
  − store/corporate values
  − customer relationships
  − supplier relationships
  − legal requirements
  − occupational health and safety
  − equal opportunity
  − ethics
  − employment
  − human relations
  − training
  − environment.

ᵛ Strategies, targets and action plans may include:
  − technology
  − time management
  − standards
  − quality
  − quantity
  − human relations, personal development
  − implementation of policies and procedures
  − communication
  − development of ideas
  − development of product and service provision
  − problems solving
  − financial control and accounting
  − profits
  − management systems
  − inventory control
  − loss prevention.

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:

v   interpreting, communicating and implementing store's mission statement

v   collaboratively developing team objectives reflecting the store's mission statement

v   collaboratively developing strategies for achieving team objectives

v   collaboratively developing effective action plans to implement strategies, including targets, standards and implementation methods.

Underpinning Knowledge and Skills

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

v   In depth knowledge of and compliance with store policies and procedures, in regard to mission statements.

v   In depth knowledge of:

- store purpose and values

- store mission statement

- internal and external operating environment.

v   In depth knowledge of principles and techniques in:

- strategic planning

- communicating ideas and information

- collecting, analysing and organising information

- planning and organising activities

- analysis, implementation and evaluation of plans

- working with others and in teams, including consultative processes and group presentation

- solving problems

v   Literacy skills in regard to documenting strategic plans.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3		3	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.7 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPL.2A: Set Strategic Plans, the candidate should provide evidence of the ability to communicate and implement store purpose/values, set attainable objectives and targets consistent with store purpose/values, and develop and implement detailed action plans, according to store strategic planning policy.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Diploma in Retail Management are set out in the Qualifications, Section 3.7 of the *National Retail Training Package-WRR97*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRPL.2A: Set Strategic Plans is an essential Phase B unit within Diploma in Retail Management. The other Phase B unit may be selected from the elective units.

Refer to the Qualifications, Section 3.7 for the elective units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Strategic Planning in a Retail Environment.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPL.2A: Set Strategic Plans, which are critical to the theme of *Strategic Planning in a Retail Environment,* in order to demonstrate an ability to communicate and implement store values and objectives to meet store targets and policies within the specialist elective area chosen. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   relevant documentation, such as:

- strategic plans

- store mission statement

- store values statement

- information on the internal and external operating environment.

ν   a team

ν   qualified workplace assessor.

WRRPL.3A   Initiate and Implement Change

This unit involves competencies encompassing the ability to identify opportunities for increased sales and service, and to evaluate, negotiate and implement changes consistent with the store's overall aims and objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
PL.3.1 Identify Opportunities for Increased Sales and Services	˅ Relevant, reliable information regularly obtained, from a variety of sources and analysed with regard to requirements of store operations.
	˅ Information on developments accurately reported to appropriate personnel.
	˅ Information related to current practices used to identify opportunities for growth in sales and service.
	˅ Operations continuously monitored and evaluated, and action taken to improve where indicated.
	˅ Obstacles to change accurately identified and action taken to alleviate problems.
	˅ Evaluation of previous development outcomes used to identify improvement opportunities.
PL.3.2 Evaluate Changes	˅ Information on current and proposed merchandise and service range and operating systems complete, accurate and accessible.
	˅ Advantages and disadvantages of current and proposed operations accurately compared.
	˅ Implications of introducing changes accurately accessed using appropriate analysis measures.
	˅ Proposed changes take account of previous evaluations.
	˅ Recommendations accurately communicated to appropriate people within designated time frames.
	˅ Responses to recommendations analysed and appropriate alterations made.

PL.3.3   **Negotiate Changes**

ᵥ Information on projected change promptly communicated to appropriate people in sufficient detail for them to evaluate the implications for their areas of responsibility.

ᵥ Good working relationships maintained during negotiations.

ᵥ Agreements reached include detailed implementation plans in line with store policy.

ᵥ Complete and accurate records of negotiations and agreements communicated to appropriate people.

ᵥ Where compromise necessary, it is mutually acceptable and in line with store policy.

ᵥ Reasons for non-acceptance of proposals conveyed positively to relevant staff.

ᵥ Relevant people encouraged to understand and participate in changes.

PL.3.4   **Implement and Evaluate Change**

ᵥ Relevant details of implementation plans communicated within designated time frames to appropriate people, in a manner and at a level and pace suitable for their needs.

ᵥ Resources used effectively to meet the requirements of operational changes.

ᵥ Operational changes monitored according to implementation plans.

ᵥ Outcomes of changes evaluated against expectations and previous sales/service records.

ᵥ Implementation process modified to resolve problems if required.

RANGE OF VARIABLES

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:

v   Store policies and procedures in regard to initiating and implementing changes.

v   Size, type and locations of store/stores.

v   Store merchandise and service range.

v   Opportunities for improvement and change may be identified:
  − within the manager's line responsibility
  − outside line responsibility, but where the manager has an impact.

v   Opportunities for improvement and change may involve:
  − personnel requirements/team composition
  − employment/work practices
  − work methods and patterns
  − cost factors
  − nature and availability of services and products
  − quality of services and products
  − methods to reduce waste
  − new equipment/technology
  − design of systems.

v   Implications of change may be in terms of:
  − profitability
  − productivity
  − quality of service/product
  − environmental impact
  − working conditions
  − working relationships
  − reactions of individual employees.

v   Analysis methods may be:
  − qualitative
  − quantitative.

v   Dissemination may be to:
  − higher level managers
  − subordinates
  − colleagues, specialists, staff in other departments.

v   Obstacles to change may be:
  − internal to the organisation
  − external.

- ν Information may be gathered from:
    - external sources
    - higher level managers
    - subordinates
    - colleagues, specialists, staff in other departments.

- ν Negotiations may be conducted verbally in formal or informal meetings, by telephone or in written correspondence.

- ν Negotiations may be carried out with:
    - higher level managers
    - colleagues
    - subordinates
    - staff representatives
    - representatives from external organisations.

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:

ᵥ   reviewing relevant information and identifying opportunities for increased sales and service

ᵥ   evaluating proposals for changes to merchandise and service range and operating systems

ᵥ   negotiating for the successful implementation of change

ᵥ   collaboratively implementing changes

ᵥ   evaluating implemented change against the initial proposal.

Underpinning Knowledge and Skills

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

ᵥ   In depth knowledge of and compliance with store policies and procedures, in regard to:
- initiating and implementing change
- applying relevant legislation and organisational rules

ᵥ   In depth knowledge of principles and techniques in:
- collecting, analysing and organising information on:
  - changes to technology and resources
  - market needs and marketing opportunities
  - resource utilisation and costs and analysing efficiency and effectiveness
- assessing alternatives in areas of change, including contingency planning
- using financial analysis techniques, including cost/benefit, differential and risk analysis
- evaluating and forecasting
- quality assurance and control
- communicating ideas and information, including:
  - plans and proposals for change
  - group presentation
- working with others and in teams, including:
  - consultation processes
  - negotiating
- planning and organising activities
- solving problems

ᵥ   Literacy skills in regard to documenting plans and reports.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3		3	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.7 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

v apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

v integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRPL.3A: Initiate and Implement Change, the candidate should provide evidence of the ability to identify opportunities for increased sales and service, and to evaluate, negotiate and implement changes consistent with the store's overall aims and objectives.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Interdependent assessment of units (Integrated Competency Assessment)

The pattern and selection of units of competency for Diploma in Retail Management are set out in the Qualifications, Section 3.7 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRPL.3A: Initiate and Implement Change is an essential Phase C unit within Diploma in Retail Management. The other Phase C unit may be selected from the elective units.

Refer to the Qualifications, Section 3.7 for the elective units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme *Managing the Implementation of Change.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRPL.3A: Initiate and Implement Change, which are critical to the theme of *Managing the Implementation of Change,* in order to demonstrate an ability to identify opportunities to implement change consistent with the stores overall aims and objectives within the specialist elective area chosen. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within Phase C.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Diploma in Retail Management.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ a real or simulated retail environment

ᵥ relevant documentation, such as:

- store policy and procedures in regard to initiating and implementing change

- resource utilisation

- proposals for changes

- market analysis data

ᵥ a team

ᵥ qualified workplace assessor.

NATIONAL WRAPS

National Wholesale
Retail and Personal
Services Industry
Training Council LTD

S u i t e 2 E
9 B u r w o o d R o a d
B u r w o o d N S W 2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Food and Liquor

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRLP.6B
Apply Retail Food Safety Practices

LP 6.1	Apply Personal Hygiene and Sanitation
LP 6.2	Identify Food Safety Plan/Program
LP 6.3	Handle Product Hygienically
LP 6.4	Clean Work Area and Equipment
LP 6.5	Monitor Food Safety
LP 6.6	Contribute to Continuous Improvement

Unit WRRLP.7B
Monitor Food Safety Program

LP 7.1	Monitor Implementation of the Food Safety Plan/Program
LP 7.2	Respond to Occurrences of Non-Compliance
LP 7.3	Contribute to Continuous Improvement

Unit WRRFS.1A
Advise on Fresh Food Products and Services

FS 1.1	Identify Product Range and Develop Product Knowledge
FS 1.2	Recommend Fresh Food Products
FS 1.3	Advise on Fresh Food Services
FS 1.4	Maintain Store Accounting Systems
FS 1.5	Prepare Store Sales Budgets
FS1.6	Negotiate Budgets

Unit WRRFM.1A
Merchandise Fresh Food Products

FM 1.1	Prepare Fresh Food Stock
FM 1.2	Place and Arrange Fresh Food Stock
FM 1.3	Prepare Display Labels and Tickets
FM 1.4	Maintain Fresh Food Displays

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRFS.2A
Advise on Meat Products

FS 2.1   Develop Product Knowledge
FS 2.2   Identify Meat Products
FS 2.3   Recommend Meat Products
FS 2.4   Advise on Meat Services

Unit WRRFM.2A
Pack and Display Meat Products

FM 2.1   Prepare Meat Products
FM 2.2   Wrap and Package Meat Products
FM 2.3   Lay Out Products
FM 2.4   Prepare Display Labels/Tickets
FM 2.5   Place, Arrange and Display Price
          Tickets and Labels
FM 2.6   Maintain Meat Displays
FM 2.7   Protect Meat Products

Unit WRRFS.3A
Advise on Fast Food Products

FS 3.1   Identify Product Range and Develop
          Product Knowledge
FS 3.2   Recommend Fast Food Products
FS 3.3   Advise on Fast Food Services

Unit WRRFM.3A
Prepare and Display Fast Food Items

FM 3.1   Prepare Fast Food Items
FM 3.2   Present Food/Menu Items
FM 3.3   Prepare Display Labels/Tickets
FM 3.4   Place, Arrange and Display Price
          Tickets and Labels
FM 3.5   Maintain Food Displays
FM 3.6   Protect Food/Menu Items

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRFS.4A
Recommend Liquor Products

FS 4.1	Research Store Liquor Range
FS 4.2	Recommend Liquor Products
FS 4.3	Adhere to Liquor Licensing Requirements

Unit FS.5
Advise on Bakery Products

FS 5.1	Develop Product Knowledge
FS 5.2	Identify Bakery Products
FS 5.3	Recommend Bakery Products
FS 5.4	Advise on Bakery Services

Unit FM.5
Prepare and Display Bakery Products

FM 5.1	Prepare Bakery Products
FM 5.2	Place and Arrange Bakery Products
FM 5.3	Prepare Display Labels/Tickets
FM 5.4	Place, Arrange and Display Price Tickets and Labels
FM 5.5	Maintain Bakery Product Displays
FM 5.6	Protect Bakery Products

Unit FS.6
Advise on Seafood Products

FS 6.1	Develop Product Knowledge
FS 6.2	Identify Seafood Products
FS 6.3	Recommend Seafood Products

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit FM.6
Prepare and Display Fresh, Frozen and Live Seafood Products

FM 6.1	Prepare Seafood Products
FM 6.2	Set up and Maintain Seafood Product Display
FM 6.3	Prepare, Place and Arrange Price Tickets and Labels
FM 6.4	Maintain Seafood Product Displays
FM 6.5	Protect Seafood Products
FM 6.6	Pack up and Clean Display Area

Unit SS.16
Recommend Health and Nutritional Products and Services

SS 16.1	Research and Develop Product Knowledge
SS 16.2	Identify Health and Nutritional Products
SS 16.3	Recommend Health and Nutritional Products
SS 16.4	Advise on Health and Nutritional Services

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	FOOD AND LIQUOR UNIT TITLES
WRRLP.6	B	Apply Retail Food Safety Practices
WRRLP.7	B	Monitor Food Safety Plan/Program
WRRFS.1	A	Advise on Fresh Food Products and Services
WRRFM.1	A	Merchandise Fresh Food Products
WRRFS.2	A	Advise on Meat Products
WRRFM.2	A	Pack and Display Meat Products
WRRFS.3	A	Advise on Fast Food Products
WRRFM.3	A	Prepare and Display Fast Food items
WRRFS.4	A	Recommend Liquor Products
WRRFS.5	A	Advise on Bakery Products
WRRFM.5	A	Prepare and Display Bakery Products
WRRFS.6	A	Advise on Seafood Products
WRRFM.6	A	Prepare and Display Fresh, Frozen and Live Seafood Products
WRRSS.16	A	Recommend Health and Nutritional Products and Services

WRRLP.6B

Apply Retail Food Safety Practices

This unit is based on and is equivalent to Unit FDFCORFS1A "Apply Basic Food Safety Practices" and Unit FDFCORFS2A "Implement the Food Safety Plan" from the National Food Industry Training Council's "Food Processing Industry Training Package". It replaces Unit WRRLP.6A from the National Retail Training Package. It involves personal hygiene, food handling, cleaning practices and procedures and implementation of a Food Safety Plan. A Food Safety Plan is based on Hazards Analysis and Critical Control Points (HACCP).

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
LP.6.1 **Apply Personal Hygiene and Sanitation**	ν Personal hygiene practices identified and practised according to health and hygiene requirements and store procedures. ν Protective clothing and equipment identified, maintained and used according to health and hygiene requirements and store procedures. ν Personal movement within and outside workplace conforms to health and hygiene requirements and store procedures. ν Personal presentation maintained according to store procedures.
LP.6.2 **Identify Food Safety Plan/Program**	ν Store Food Safety Plan/Program accurately identified and interpreted. ν Food Safety Plan/Program implemented according to health and hygiene requirements and store procedures.
LP.6.3 **Handle Product Hygienically**	ν Correct product handling practices identified and practised according to health and hygiene requirements and store procedures. ν Procedures to ensure that products are protected from contamination identified and practised according to health and hygiene requirements and store procedures. ν Implements for handling products identified and used according to health and hygiene requirements and store policy. ν Food handling implements changed between handling different products according to health and hygiene requirements and store procedures.

LP.6.4
Clean Work Area and Equipment

ᵛ Cleaning requirements for work areas identified and practised according to health and hygiene requirements and work area standards.

ᵛ External and internal cleaning requirements for equipment identified and practised according to health and hygiene requirements.

ᵛ Cleaning tools, consumables and equipment for a variety of applications identified and used according to health and hygiene requirements.

ᵛ Routine maintenance requirements for work areas and equipment identified and practised according to health and hygiene requirements.

ᵛ Maintenance requirements/problems reported to appropriate personnel without delay.

ᵛ Handling and storage requirements for cleaning chemicals identified and observed according to health and hygiene requirements.

ᵛ Waste disposal and pest control procedures identified and performed according to health, hygiene and environmental requirements.

LP.6.5
Monitor Food Safety

ᵛ Critical control points monitored to control food safety risk.

ᵛ Out of control processes or situations identified and corrective action taken.

ᵛ Food safety information, including equipment breakdowns, accurately recorded according to health and hygiene requirements, critical control points and work area standards.

LP.6.6
Contribute to Continuous Improvement

ᵛ Hygiene and sanitation problems/situations, including potential sources of food contamination, identified promptly and rectified or reported to relevant personnel.

ᵛ Conditions which promote microbial growth, identified promptly and rectified or reported to relevant personnel.

RANGE OF VARIABLES

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:

ᵥ Store policies and procedures in regard to hygiene and sanitation practices.

ᵥ Store Food Safety Plan.

ᵥ Award/enterprise agreements/provisions relating to hygiene and sanitation practices.

ᵥ Legislation and Statutory requirements in regard to hygiene, sanitation, Occupational Health and Safety.

ᵥ Industry codes of practice.

ᵥ Size, type and location of store.

ᵥ Personal hygiene practices may include:
– washing hands
– personal cleanliness
– hair tied back, under net or under cap
– not touching hair
– not sneezing near food
– wearing of jewellery
– reporting of personal illnesses/infections

ᵥ Personal movement may include:
- movement within and outside of work area
- removing protective clothing prior to moving outside or from one area to another
- not moving into defined areas.

ᵥ Protective clothing may include:

• gloves:
– plastic
– vinyl
– rubber
– metal mesh
– heat protective
– heavy duty industrial.

• caps

• aprons

• shoes

• uniforms

• outer garments.

- v Product handling procedures may include:
  - raw materials
  - cooked/uncooked, hot/cold products
  - variety of products including:
    - meat
    - chicken
    - fish
    - seafood
    - milk products
    - perishable products.
  - avoidance of contamination/cross contamination
  - proximity of chemicals to food products
  - use and storage of chemicals.
- v Food handling implements may include:
  - gloves
  - tongs
  - spoons
  - scoops.
- v Condition of implements.
- v Work areas and equipment may include:
  - walls to required levels
  - benches
  - storage/display units
  - cool rooms, refrigerators
  - ovens, bain maries, rotisseries, grills, deep fryers, hot plates
  - knives, slicers
  - drink machines, milk shake makers, coffee makers.
- v Levels of staffing, eg. Staff shortages.
- v Varying levels of staff training.
- v Routine or busy trading conditions.
- v Staffing
- v Maintenance and cleaning of equipment and working areas may be progressive or at end of trade.
- v Responsibility for monitoring food safety relates to own work area and tasks and responsibilities and is guided by the Food Safety Plan/Program.
- v Control points, inspection and test requirements refer to those outlined in the Food Safety Plan/Program.
- v Involvement in continuous improvement can include participation in structured improvement programs and day to day problem solving.

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:

- v consistently applying store policies and procedures which comply with consumer law and legislative requirements in regard to hygiene and sanitation practices.
- v consistently following and applying relevant legislation and statutory requirements including consumer law, occupational health and safety, hygiene and sanitation, environmental issues and store policies and procedures especially in regard to safe handling and storage of product.
- v consistently applying industry codes of practice.
- v consistently and accurately identifying, interpreting, applying and implementing the store Food Safety Plan/Program, according to health and hygiene requirements and store procedures.
- v consistently following and applying store policies and procedures with regard to use of cleaning equipment and safe handling and disposal of waste.
- v consistently following store policies and procedures with regard to personal hygiene practices including:
    - − personal cleanliness, reporting of personal illness/infections
    - − store personal presentation requirements for hair, clothes, footwear, jewellery
    - − hand washing procedures
    - − use and maintain clothing/footwear and related apparatus to meet hygiene requirements.
- v consistently inspecting own work area and identifying common food safety hazards and possible causes.
- v consistently following and applying store policies and procedures with regard to removal and isolation of suspect product and /or taking other corrective action.
- v consistently maintaining personal conduct to minimise risk to food safety.
- v consistently monitoring critical control points to identify food safety risks in own work area. This may include carrying out checks, inspections and tests.
- v consistently investigating contamination/cross-contamination events and taking action to prevent contamination from occurring/recurring.
- v consistently recording food safety information according to store policies and procedures.
- v consistently contributing to continuous improvement in own work area.

Underpinning Knowledge and Skills

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

ᵥ Knowledge of store product and service range.

ᵥ Operational knowledge of store policies and procedures, in regard to:

- personal hygiene practices including:
    - personal cleanliness
    - wounds, cuts, wearing of bandages or dressings
    - store personal presentation requirements for hair, clothes and footwear, jewellery, nail polish and accessories
    - hand washing procedures
    - mannerisms, eg. touching hair, sneezing
    - personal movement within and outside of work area e.g. removing protective clothing prior to moving outside
    - procedures for reporting illness.

- use of protective clothing in regard to:
    - preventing contamination/cross contamination of food
    - wearing of gloves, hairnets, hats and aprons when handling food as required
    - changing gloves when handling different products.
    - clothing maintenance, laundering and storage requirements.

- safety requirements to protect self, including:
    - wearing gloves to protect hands from cleaning chemicals, heat or cold (insulation)
    - wearing mesh gloves when using or cleaning sharp equipment
    - wearing protective clothing, footwear
    - use of equipment, such as ovens, slicers, knives.

- food handling and hygiene principles including:
    - awareness of the store Food Safety Plan/Program, its purpose and implications for own work
    - own roles and responsibilities and those of food safety personnel for food handling requirements from raw material to finished product
    - methods/techniques for minimising contamination and spoilage
    - common sources and types of contamination/food safety hazards, including conditions conducive to microbial growth and known allergens associated with food handling and processing
    - common types of physical, chemical and micro-biological agents which can contaminate food
    - conditions which can cause physical, chemical and micro-biological contamination
    - correct storage of food including:- hot/cold, raw/cooked and relevant critical control points
    - causes of deterioration of food, contamination, cross contamination
    - store procedures for identifying and reporting potential or actual sources of contamination
    - food handling implements eg. gloves, tongs, etc
    - need for change of implements between products
    - need for frequent change of storage medium for serving implements
    - shelf life of products.

- load limits of storage, display units to maintain correct temperatures including:
    - effects of breaking temperature curtain, effects of blocking coils/air vents
    - overloading.

- ᵥ procedures for recording failures in the Food Safety Plan/Program, including equipment breakdowns, and immediate action to be taken.
- ᵥ cleaning of work area:
    - store cleaning procedures/schedules for work areas and equipment (internal/external)
    - purpose and importance of cleaning and sanitation procedures
    - safe use and storage of cleaning tools, equipment and cleaning chemicals/insecticides/pesticides i.e. store away from food products
    - routine maintenance for work areas and equipment
    - waste collection and disposal, recycling and handling procedures
    - pest control procedures used in the workplace.
- ᵥ basic operational knowledge of relevant:
    - legislation and statutory requirements including Occupational Health and Safety requirements
    - food safety policies, plans and responsibilities including an understanding of the relationship between the quality system, the Food Safety Plan and audit requirements
    - the characteristics of materials, product and processes used to carry out work responsibilities
    - industry codes of practice.
- ᵥ Operational skills and techniques in:
    - handling of chemicals
    - use of personal protective equipment such as gloves.
- ᵥ Literacy and numeracy skills in reading and understanding store procedures.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	1	**2**	1	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.6B: Apply Retail Food Safety Practices, the candidate will demonstrate the ability to apply personal hygiene and general sanitation procedures, including handling specified products hygienically, in order to maintain a clean work environment, following a Food Safety Plan/Program.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRLP.6B: Apply Retail Food Safety Practices is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.6: Apply Retail Food Safety Practices which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- a Food Safety Plan/Program, based on Hazards Analysis and Critical Control Points (HACCP).
- protective clothing
- cleaning materials and chemicals
- pest control equipment/chemicals
- suitable merchandise
- relevant documentation such as store policy and procedures on hygiene and sanitation practices
- food handling implements
- food storage and display equipment
- qualified workplace assessor.

WRRLP.7B Monitor Food Safety Plan/Program

This unit is based on and is equivalent to Unit FDFCORFS3A "Monitor the Implementation of the Food Safety Plan" from the National Food Industry Training Council, "Food Processing Industry Training Package." It replaces Unit WRRLP.7A from the National Retail Training Package. It involves responsibility for monitoring and implementing the store Food Safety Program across an entire process within the store/department, and providing support to others. A Food Safety Plan/Program is based on Hazards Analysis and Critical Control Points (HACCP).

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
LP.7.1 **Monitor Implementation of the Food Safety Plan/Program**	ᵥ Food Safety requirements and procedures communicated to relevant staff members as required. ᵥ Implementation of the Food Safety Plan/Program monitored according to Food Safety Requirements. ᵥ Mentoring and coaching support provided to support individuals/groups to implement the Food Safety Plan/Program. ᵥ Individual and team performance monitored to ensure compliance with Food Safety requirements and store procedures. ᵥ Regular schedule/roster for store/department cleaning tasks and inspections developed and maintained according to store policy. ᵥ Team members informed of individual responsibilities for cleaning tasks. ᵥ Procedures for prompt waste removal, especially spillage on floors, implemented according to store procedures. ᵥ Procedures for prompt eradication of insects/pests/vermin implemented according to hygiene and sanitation requirements and store procedures. ᵥ Store procedures for safe storage of cleaning chemicals, insecticides and pesticides ensured.

LP.7.2
Respond to occurrences of non-compliance

ᵥ Food Safety problems identified and rectified promptly to minimise impact of contamination and spoilage.

ᵥ Store procedures implemented for product recall identification, and products promptly withdrawn from public sale as required.

ᵥ Procedures for dealing with non-compliance promptly implemented.

ᵥ Causes of non- compliance identified.

ᵥ Control measures implemented to prevent recurrence.

ᵥ Non-compliance reported according to store procedures.

LP.7.3
Contribute to Continuous Improvement

ᵥ Potential Food Safety hazards identified and reported.

ᵥ Existing control measures reviewed to take account of changes and updated technical knowledge.

ᵥ Opportunities to remove or minimize Food Safety risks identified.

ᵥ Food Safety information and performance recorded according to store procedures.

RANGE OF VARIABLES

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:

ᵥ Store policy and procedures in regard to Food Safety, hygiene and sanitation practices.

ᵥ Award/enterprise agreements/provisions relating to hygiene and sanitation and occupational health and safety practices.

ᵥ Legislative requirements in regard to hygiene and sanitation, Food Safety practices and occupational health and safety.

ᵥ Industry codes of practice.

ᵥ Store Food Safety Plan/Program; is a component of the wider Food Safety program and provides advice on specific risk factors, critical control points, parameters and action required in response to non-conformance.

ᵥ Responsibility for monitoring Food Safety relates to the whole work area.

ᵥ Size, type and location of store.

ᵥ Store products range.

ᵥ Range of responsibilities/job description.

ᵥ Maintenance and cleaning of work areas and equipment may be progressive or at end of trade.

ᵥ Store procedures for product recall.

ᵥ Involvement in continuous improvement can include participation in structured improvement programs and day to day problem solving.

ᵥ Monitoring may include the use of check-sheets, inspection lists and control charts.

ᵥ Contribution to continuous improvement is typically undertaken in consultation with the HACCP team.

ᵥ Store recording systems.

ᵥ Handling techniques for various food items.

ᵥ Team members may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

ᵥ Levels of staff training.

ᵥ Full-time or part-time staff.

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.

This unit assumes and builds on competency in Unit WRRLP.6B Apply Hygiene and Sanitation Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures which comply with consumer law and legislative requirements in regard to hygiene and sanitation practices.

ν consistently following and applying relevant legislation, statutory requirements and industry codes of practice including consumer law, occupational health and safety, hygiene and sanitation, environmental issues and store policies and procedures especially in regard to safe handling and storage of product.

ν consistently applying, implementing and monitoring the store Food Safety Plan/Program including waste removal, eradication of insects/pests/vermin, and monitoring critical control points to identify, remove and minimise risks according to health and hygiene, occupational health and safety and environmental requirements and store policies and procedures

ν consistently monitoring team performance to ensure compliance with Food Safety Plan/Program, recording and reporting to management and staff on compliance with hygiene and sanitation legislation, and promptly dealing with incidents of non compliance.

ν consistently developing, maintaining and communicating regular schedule/roster for cleaning and maintenance procedures, and conducting regular inspections to ensure compliance.

ν consistently and supportively mentoring and coaching staff to implement the store Food Safety Plan/Program

ν consistently responding to occurrences of non-compliance, promptly identifying and rectifying problems, implementing relevant product recall procedures where required, and investigating, monitoring and reporting on possible potential Food Safety Hazards to ensure continuous improvement.

Underpinning Knowledge and Skills

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

- ᵥ Knowledge and application of:

  - legislation and statutory requirements including Occupational Health and Safety requirements.

  - techniques for identifying actual and potential contamination/cross contamination hazards

  - procedures for waste removal including environmental issues

  - procedures for eradication of insects and vermin

  - methods for prevention and solution of contamination problems

  - methods to eliminate contamination/cross contamination

  - storage requirements for cleaning chemicals, insecticides and pesticides.

- ᵥ Knowledge of principles and techniques in interpersonal relation skills, including:

  - giving feedback

  - coaching

  - performance analysis

  - questioning/listening/observation

  - group presentation

  - team motivation

  - negotiation

  - verbal and non verbal communication

  - team leadership.

- ᵥ Knowledge of principles and techniques in:

  - planning and organising activities

  - solving problems.

- ᵥ Literacy skills in:

  - reading and interpreting store policies and procedures

  - reading and interpreting manufacturers' instructions

  - reporting.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Plan/Program ming & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	**2**	**2**	2	**2**	

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.7B, Monitor Food Safety Plan/Program, the candidate will demonstrate the ability to ensure the compliance of all staff with hygiene and sanitation requirements that are relevant to their particular work area.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRLP.7B, Monitor Food Safety Plan/Program is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*
Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRLP.7B, Monitor Food Safety Plan/Program, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills,* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment,* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

ν a retail environment

ν sources of product information

ν cleaning chemicals and equipment

ν relevant documentation including:

- store policies and procedures on the maintenance of hygiene and sanitation practices

- legislation and statutory requirements, including environmental issues

ν qualified workplace assessor

WRRFS.1A   Advise on Fresh Food Products and Services

This unit includes the development of product knowledge and its application to provide advice to customers with regard to fresh food and food products, including convenience foods. It may involve the application of product knowledge in defined areas of food retailing or a more general category according to store requirements. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FS.1.1 **Identify Product Range and Develop Product Knowledge.**	ᵥ Product knowledge developed by accessing store or suppliers product manuals, videos, product demonstrations, labels and store tours. ᵥ Store food product range identified according to its origin, price range, product variety, physical characteristics and seasonal availability.
FS.1.2 **Recommend Fresh Food Products.**	ᵥ Product knowledge applied to advise customers on available product types, varieties, product features and price. ᵥ Product ingredients, simple nutritional information, handling, storage and cooking tips from manufacturers data provided for customers on request. ᵥ Complimentary products, specials, new lines, seasonal promotions recommended to customers.
FS.1.3 **Advise on Fresh Food Services.**	ᵥ Store fresh food services promoted, quoted on and arranged for customers on request.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

The following range of variables may be present:

ᵥ Store policy and procedures in regard to selling fresh food products and services.

ᵥ Size, type and location of store.

ᵥ Industry codes of practice.

ᵥ Store may specialise in a particular food area or retail a variety of food products.

ᵥ Fresh food products may include:
  – seafood
  – delicatessen goods
  – produce, including seasonal varieties, exotic and unusual lines
  – bakery items
  – dairy products
  – frozen foods
  – dried foods
  – canned foods.

ᵥ Food services may include:
  – special occasion catering
  – boardroom catering
  – convenience foods
  – food delivery services
  – seasonal promotions.

ᵥ Customers information requests may be related to preference, health factors or cultural group.

ᵥ Staffing levels, eg staff shortage.

ᵥ Routine or busy trading conditions.

ᵥ Levels of staff training.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the sale of fresh food items

ν consistently applying product information contained in store manuals and manufacturers product labels when providing advice to customers.

ν consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services

ν developing, maintaining and conveying product knowledge to other staff as required

ν applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Knowledge and Skills

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

ν Operational knowledge of store policies and procedures, in regard to:

- the sale of fresh food items
- quality policy to customers and suppliers
- allocated duties and responsibilities

ν Knowledge and provision of:

- current fresh food services available to customers.

ν Specialist product knowledge, including:

- specialised products
- corresponding benefits of various products
- shelf life; use-by date
- storage requirements
- ingredients on materials contained in product
- features and use of products
- corresponding or complementary products and services
- stock availability
- ordering procedures.

ν Knowledge of and ability to interpret store/industry manuals and documentation (paper based or computerised).

ᵥ Knowledge of store:

- stock and merchandise
- service range
- procedures for taking customer orders
- buying, pricing and ordering procedures
- other relevant policies and procedures.

ᵥ Basic operational knowledge of relevant:

- legislation and statutory requirements including consumer law.
- industry codes of practice, including Supermarket Scanning Code

ᵥ Ability to use a range of communication/electronic equipment.

ᵥ Literacy skills in regard to:

- reading and understanding product information
- reading and understanding store policies and procedures
- recording information.

ᵥ Numerical skills in regard to pricing, estimation and weighing of quantities.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	**2**	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFS.1A: Advise on Fresh Food Products and Services, the candidate will demonstrate the ability to apply product knowledge to specified fresh food products and provide accurate advice on those products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFS.1A: Advise on Fresh Food Products and Services is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell*.

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFS.1A: Advise on Fresh Food Products and Services which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν sources of product information

ν suitable merchandise

ν relevant documentation, such as:

− store policies and procedures manuals

ν qualified workplace assessor.

WRRFM.1A Merchandise Fresh Food Products

This unit involves the preparation, arrangement and presentation of fresh food products, including convenience foods within the store. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of fresh food products for display or sale. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.1.1 **Prepare Fresh Food Stock**	ᵛ Preparation and handling requirements for specific fresh food products are identified and applied according to hygiene regulations and store procedures.
	ᵛ Food preparation tools and equipment used according to approved occupational health and safety procedures.
	ᵛ Food preparation tools and equipment cleaned , maintained and stored according to store procedures and legislative requirements.
	ᵛ Fresh food products wrapped or packaged as required according to store procedures and legislative requirements.
FM.1.2 **Place and Arrange Fresh Food Stock**	ᵛ Food stock unpacked in accordance with food hygiene and handling requirements and store procedures.
	ᵛ Food products checked for freshness and placed in/on display units in specified locations.
	ᵛ Food stock rotated according to shelf life, use by dates, store procedures, health and hygiene requirements.
	ᵛ Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken according to store procedures and health and hygiene requirements.
	ᵛ Fresh food products displayed and stored to avoid cross contamination as indicated in store procedures and health and hygiene requirements.

FM.1.3 **Prepare Display Labels and Tickets**

- v Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.
- v Stock is date coded as required.
- v Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.
- v Late mark-downs/reductions identified and ticketed according to store policy.
- v Ticketing equipment maintained and stored in a secure location.
- v Tickets/labels are visible, correctly priced and placed on merchandise to conform with consumer law, industry codes and store requirements.

FM.1.4 **Maintain Fresh Food Displays**

- v Special promotion areas reset and dismantled as required.
- v Fresh food products are arranged/faced up as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units.
- v Unsuitable or out of date displays identified, reset and/or removed as directed.
- v Optimum stock levels identified and stock replenished according to store procedures.
- v Display areas maintained in a clean and tidy manner with excess packaging removed.

FM.1.5 **Protect Fresh Food Stock**

- v Correct handling, storage and display techniques identified and used according to stock characteristics, industry codes and legislative requirements.
- v Gloves and other food handling implements used and changed according to health and hygiene legislative requirements and store procedures.
- v Fragile or expensive stock identified and handled with extra care to prevent damage or deterioration.
- v Correct temperatures for product range(s) identified and maintained according to health and hygiene legislative requirements and store procedures.
- v Storage/display units checked, maintained and cleaned according to store procedures.
- v Temperature irregularities reported to appropriate personnel without delay.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices

The following range of variables may be present:

ν Store policy and procedures in regard to the preparation, arrangement, presentation, handling and storage of fresh food stock.

ν Industry codes of practice.

ν Store may specialise in a particular food area or retail a variety of fresh food products.

ν Size, type and location of display areas and storage units

ν Fresh food products may include:
  − seafood
  − chicken
  − delicatessen goods
  − produce, including seasonal varieties, exotic and unusual lines
  − bakery items
  − dairy products
  − frozen foods
  − dried foods
  − canned foods
  − prepared salads and convenience foods

ν Handling techniques may vary according to food product characteristics including:
  − perishable items
  − cooked/uncooked items
  − items requiring defrosting/freezing
  − wet/dry items.

ν Food handling implements and equipment may include:
  − tongs, knives, slicers etc.

ν Storage/display units may include:
  − window displays
  − heaters/ovens/bain marie/rotisserie
  − freezers
  − refrigerated units/coolrooms
  − display fixtures, bins, cabinets
  − self serve.

ν Load limits/load bearing capacity of storage/display units may include:
  − weight bearing capacity
  − temperature maintenance.

- Covering or wrapping of food may include:
  - pre-packaging
  - separating items to prevent cross-contamination
  - protection of items
  - covering to prevent deterioration of product.

- Packaging materials may include:
  - polystyrene trays
  - soaker pads
  - clear plastic containers
  - plastic wrap
  - plastic bags
  - butcher paper.

- Deterioration of product may include:
  - contamination
  - product life/use-by date
  - crushing
  - drying out

- Setting of new displays or maintaining existing displays.

- Labels may be provided, produced electronically or manually.

- Store labelling and pricing procedures may include the use of:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written or electronically produced labels
  - bar coding
  - price boards
  - header boards

- Maintenance and cleaning of equipment and working areas according to store policies and procedures.

- Levels of staffing eg. staff shortage.

- Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures in regard to hygiene and sanitation practices

ν consistently applying store policies and procedures for the preparation, arrangement, presentation, handling and storage of fresh food products

ν consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock

ν displaying merchandise on fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements

ν preparing display labels and price tickets for merchandise with regard to store policies and procedures

ν operating, maintaining and storing a range of electronic ticketing equipment according to:

- store policy and procedures

- industry codes of practice

- manufacturers' instructions and design specifications.

ν arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements

ν identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures

ν maintaining display areas and replenishing stock as required in accordance with store procedures

ν performing correct manual handling, storage and display techniques according to:

- stock characteristics

- industry codes of practice

- occupational health and safety regulations

- hygiene and sanitation practices

Underpinning Knowledge and Skills

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

v   Operational knowledge of store policies and procedures, in regard to:

- merchandising, ticketing and pricing
- correct storage of stock
- principles of display
- 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 building and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials.

v   Knowledge and provision of:

- preparation of fresh food products for display
- placing and arranging fresh food stock and maintaining displays
- labelling and ticketing items and displays

v   Basic knowledge of elements and principles of design and trends in retail design.

v   Basic operational knowledge of relevant:

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Hygiene and Sanitation
- legislation and statutory requirements including food preparation and consumer law
- Trade Practices and Fair Trading Acts for pricing and ticketing
- industry codes of practice such as Supermarket Scanning Code

v   Operational skills and techniques in:

- use and maintenance of electronic labelling/ticketing equipment
- completing tasks in set time frame

v   Literacy and numeracy skills in relation to:

- reading and interpreting store procedures and guidelines
- weighing and measuring of goods
- machine or manual preparation of labels/tickets

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	**1**	1	**1**	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package - WRR97.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFM.1A: Merchandise Fresh Food Products, the candidate will demonstrate the ability to prepare, place , arrange and protect specified fresh food stock, prepare display labels/tickets and maintain fresh food displays.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFM.1A: Merchandise Fresh Food Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell*.

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFM.1A: Merchandise Fresh Food Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   ticketing equipment

ν   products for preparation and display

ν   display materials and props

ν   cleaning equipment and materials

ν   relevant documentation such as:

- store policy and procedure manuals on housekeeping, occupational health and safety and merchandising

- industry codes of practice and relevant legislation

- manufacturers instructions/operation manuals on electronic ticketing equipment

ν   qualified workplace assessor.

WRRFS.2A   Advise on Meat Products

This unit is equivalent to Unit R10 in the National Competency Standards for Meat Retailing. It involves developing product knowledge regarding meat products and providing advice to customers. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FS.2.1 **Develop Product Knowledge**	٧ Develop store product knowledge by accessing store suppliers or meat Industry manuals, video product demonstrations and labels. ٧ Comparisons between products researched and applied including: – meat species – gradings – primals – cuts – cooking/preparation requirements – features and price.
FS.2.2 **Identify Meat Products**	٧ Store meat range correctly identified according to species, gradings, primals, quality standards, cuts, price range and features. ٧ Seasonal availability identified according to store information.
FS.2.3 **Recommend Meat Products**	٧ Meat products and services evaluated, including variety, quality, quantity, type and price range according to customer requirements. ٧ Features and benefits of meat products demonstrated to customer to create a buying environment. ٧ Complimentary products, specials, new lines, seasonal promotions recommended to customers in line with store policy. ٧ Advice on meat products including simple nutritional information, handling storage and cooking tips from available data provided for customers on request. ٧ Customer offered alternative product/service or advice when requested item is not available.
FS.2.4 **Advise on Meat Services**	٧ Store retail meat services promoted, quoted on and arranged for customers on request.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices..

The following range of variables may be present:

ᵥ Store policy and procedures in regard to selling meat products.

ᵥ Size, type and location of store.

ᵥ Industry codes of practice.

ᵥ Store meat product and service range may include:
   − beef
   − lamb
   − mutton
   − veal
   − pork
   − chicken
   − game, venison, kangaroo, emu
   − special cuts
   − smallgoods
   − manufactured goods
   − value added goods, eg. ready to cook, marinated
   − individual serves
   − BBQ spits.

ᵥ Product knowledge may include:
   − meat product identification
   − use
   − preparation
   − cooking methods/recipes/ingredients
   − sauces and accompaniments
   − composition of meat
   − shrinkage after cooking
   − quantities required
   − nutritional aspects
   − dietary issues
   − taste preferences
   − country of origin
   − seasonal availability.

ᵥ Meat range may include seasonal varieties, exotic and unusual lines.

ᵥ Customers information requested may be related to preference, health factors or cultural group.

ᵥ Staffing levels eg.: staff shortage.

ᵥ Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the sale of meat products

ν consistently applying product knowledge to advise on and sell meat products and services.

ν consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services

ν developing, maintaining and conveying product knowledge to other staff as required

ν applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Knowledge and Skills

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

ν Operational knowledge of store policies and procedures, in regard to:

- the sale of meat products
- quality policy to customers and suppliers
- allocated duties and responsibilities

ν Knowledge and provision of:

- current retail meat services available to customers.

ν Specialist product knowledge including:

- specialised products
- corresponding benefits of various products
- shelf life; use-by date
- storage requirements
- ingredients on materials contained in product
- features and use of products
- corresponding or complementary products and services
- stock availability
- ordering procedures.

ν Knowledge of and ability to interpret store/industry manuals and documentation (paper based or computerised).

  ᵥ Knowledge of store:

  - stock and merchandise

  - service range

  - procedures for taking customer orders

  - buying, pricing and ordering procedures

  - other relevant policies and procedures.

  ᵥ Basic operational knowledge of relevant:

  - legislation and statutory requirements including consumer law.

  - industry codes of practice, including Supermarket Scanning Code

  ᵥ Ability to use a range of communication/electronic equipment.

  ᵥ Literacy skills in regard to:

  - reading and understanding product information

  - reading and understanding store policies and procedures

  - recording information.

  ᵥ Numerical skills in regard to pricing, estimation and weighing of quantities.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	2	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package - WRR97.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFS.2A: Advise on Meat Products, the candidate will demonstrate the ability to apply product knowledge of specified meat products in providing accurate advice to customers in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFS.2A: Advise on Meat Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

EVIDENCE GUIDE (CONTINUED)

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFS.2A: Advise on Meat Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν   a real or simulated retail environment

ν   sources of product information

ν   suitable merchandise

ν   relevant documentation, such as:
   −   store policies and procedures manuals

ν   qualified workplace assessor.

WRRFM.2A   Pack and Display Meat Products

This unit is equivalent to Unit R.14 in the National Competency Standards for Meat Retailing. It involves the preparation, arrangement and presentation of meat products within the store. It includes the setting up and maintenance of displays, labelling and pricing stock. It also includes the packing, handling and storage of meat products. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.2.1 Prepare Meat Products	ᵛ Products to be trimmed or sliced, identified and trimmed or sliced according to product and safety requirements.
	ᵛ Trimming and slicing equipment used safely and switched off after use, if applicable, according to government occupational health and safety requirements and store procedures.
	ᵛ Trimming and slicing equipment cleaned and stored according to store and government requirements.
	ᵛ Items to be defrosted identified and prepared according to health and hygiene requirements and store procedures.
FM.2.2 Wrap and Package Meat Products	ᵛ Tubs, trays and supplies for packing meat set up according to store procedures.
	ᵛ Products accurately weighed and priced according to store procedures.
	ᵛ Products wrapped/packaged to prevent deterioration or leakage according to health and hygiene requirements and store procedures.
	ᵛ Products wrapped/packaged for display or for customer according to store procedures.

FM.2.3   Lay Out Products

ᵥ   Meat stock unpacked/removed from cooler, in accordance with store procedures and hygiene requirements.

ᵥ   Meat products placed in/on display units in determined locations.

ᵥ   Meat products displayed/arranged and replenished to achieve a balanced fully stocked appearance and promote sales.

ᵥ   Layout reflects advertising and seasonal promotions.

ᵥ   Meat products checked for freshness quality and trim prior to placement on display.

ᵥ   Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken as required according to store procedures and health and hygiene requirements.

ᵥ   Meat products displayed and stored separately as required to avoid cross contamination according to store policy and health and hygiene requirements.

ᵥ   Meat product range placed to conform with display units, fixtures, ticketing, prices or bar codes.

ᵥ   Meat products rotated according to shelf life, use-by dates, store procedures, health and hygiene requirements.

ᵥ   Presentation of meat products conforms to product handling requirements, techniques and health, hygiene and safety requirements.

ᵥ   Store promotions actively supported as required.

ᵥ   Ideas for store promotions identified and conveyed to appropriate personnel.

FM.2.4   Prepare Display Labels/Tickets

ᵥ   Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.

ᵥ   Stock is date coded as required.

ᵥ   Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken.

ᵥ   Late mark-downs/reductions identified and ticketed according to store policy.

ᵥ   Electronic ticketing equipment used and maintained according to design specifications.

ᵥ   Ticketing equipment maintained and stored in a secure location.

FM.2.5 **Place, Arrange and Display Price Tickets and Labels**

ᵛ Tickets/labels visible and correctly placed on products to conform with government and store requirements.

ᵛ Labels/tickets replaced according to store policy.

ᵛ Correct pricing and clear information maintained on products according to store procedures, industry codes and government requirements.

FM.2.6 **Maintain Meat Displays**

ᵛ Special promotion areas reset and dismantled.

ᵛ Meat products selected for display.

ᵛ Products arranged/faced up as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units.

ᵛ Unsuitable or out-of-date displays identified, reset and/or removed as directed.

ᵛ Optimum stock levels identified and stock replenished according to store policy.

ᵛ Display areas maintained in a clean and tidy manner.

ᵛ Excess packaging removed from display areas.

FM.2.7 **Protect Meat Products**

ᵛ Correct handling, storage and display techniques identified and used according to stock characteristics, industry codes and government requirements.

ᵛ Protective clothing/equipment identified according to health and hygiene requirements and store procedures.

ᵛ Implements for handling products identified and used according to health and hygiene requirements and store policy.

ᵛ Correct temperatures for product range identified and maintained according to health and hygiene requirements and store procedures.

ᵛ Storage/display units maintained and cleaned according to store procedures.

ᵛ Storage/display units regularly checked to ensure products kept at recommended temperatures.

ᵛ Temperature irregularities reported to appropriate people without delay.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

The following range of variables may be present

ᵥ Store policy and procedures in regard to hygiene and sanitation practices and the preparation, arrangement, presentation, handling and storage of meat products.

ᵥ Industry codes of practice.

ᵥ Store may specialise in a particular meat product or retail a variety of meat products

ᵥ Size, type and location of display areas and storage units.

ᵥ Store meat product and service range which may include:
  − beef
  − lamb
  − mutton
  − veal
  − pork
  − chicken
  − game, venison, kangaroo, emu
  − special cuts
  − smallgoods
  − manufactured goods
  − value added goods, eg. ready to cook, marinated
  − individual serves
  − BBQ spits.

ᵥ Handling techniques may vary according to meat product characteristics including:
  − perishable items
  − cooked/uncooked items
  − items requiring defrosting/freezing
  − wet/dry items.

ᵥ Food handling implements and equipment may include:
  − tongs, knives, slicers etc.

ᵥ Storage/display units may include:
  − window displays
  − freezers
  − refrigerated units/coolrooms
  − display fixtures, bins, cabinets
  − self serve.

ᵥ Load limits/load bearing capacity of storage/display units may include:
  − weight bearing capacity
  − temperature maintenance

- ν Covering or wrapping of food may include:
  - − pre-packaging
  - − separating items to prevent cross-contamination
  - − protection of items
  - − covering to prevent deterioration of product.

- ν Packaging materials may include:
  - − polystyrene trays
  - − soaker pads
  - − clear plastic containers
  - − plastic wrap
  - − plastic bags
  - − butcher paper.

- ν Deterioration of product may include:
  - − contamination
  - − product life/use-by date
  - − crushing
  - − drying out.

- ν Setting of new displays or maintaining existing displays.

- ν Labels may be provided, produced electronically or manually.

- ν Store labelling and pricing procedures may include:
  - − pricing gun
  - − shelf tickets
  - − shelf talkers
  - − written or electronically produced labels
  - − bar coding
  - − price boards
  - − header boards.

- ν Maintenance and cleaning of equipment and working areas according to store policies and procedures.

- ν Routine or busy trading conditions.

- ν Staffing levels eg. staff shortages.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ   consistently applying store policy and procedures in regard to hygiene and sanitation practices

ᵥ   consistently applying store policy and procedures in regard to the preparation, arrangement, presentation, handling and storage of meat products

ᵥ   consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock

ᵥ   displaying merchandise on fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements

ᵥ   preparing display labels and price tickets for merchandise with regard to store policies and procedures

ᵥ   operating, maintaining and storing a range of electronic ticketing equipment according to:

- store policy and procedures

- industry codes of practice

- manufacturers' instructions and design specifications.

ᵥ   arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements

ᵥ   identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures

ᵥ   maintaining display areas and replenishing stock as required in accordance with store procedures

ᵥ   performing correct manual handling, storage and display techniques according to:

- stock characteristics

- industry codes of practice

- occupational health and safety regulations

- hygiene and sanitation practices

Underpinning Knowledge and Skills

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

- ᵥ Operational knowledge of store policies and procedures, in regard to:
  - the sale of food items
  - merchandising, ticketing and pricing
  - correct storage of stock
  - principles of display
  - store promotional themes, advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling/ticketing equipment and materials.
- ᵥ Knowledge and provision of:
  - store meat product range
  - preparation of meat products for display
  - placing and arranging meat products and maintaining displays
- ᵥ Basic operational knowledge of relevant:
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Hygiene Sanitation
  - legislation and statutory requirements including consumer law
  - Trade Practices and Fair Trading Acts for pricing and ticketing
  - industry codes of practice such as Supermarket Scanning Code
- ᵥ Operational skills and techniques in:
  - use and maintenance of electronic labelling/ticketing equipment
  - completing tasks in set time frame
- ᵥ Basic knowledge of elements and principles of design and trends in retail design
- ᵥ Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - weighing and measuring of goods
  - machine or manual preparation of labels/tickets

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	**1**	2	**1**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package - WRR97.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ   integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFM.2A: Pack and Display Meat Products, the candidate will demonstrate the ability to prepare, place, arrange and protect specified meat products, prepare display labels/tickets and maintain specified meat product displays.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFM.2A: Pack and Display Meat Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFM.2A: Pack and Display Meat Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ a real or simulated retail environment

ᵛ ticketing equipment

ᵛ products for preparation and display

ᵛ display materials and props

ᵛ cleaning equipment and materials

ᵛ relevant documentation such as:

- store policy and procedure manuals on housekeeping, occupational health and safety and merchandising

- industry codes of practice and relevant legislation

- manufacturers instructions/operation manuals on electronic ticketing equipment

ᵛ qualified workplace assessor.

WRRFS.3A   Advise on Fast Food Products

This unit includes the development of product knowledge and its application to provide advice to customers with regard to fast food products. It may involve the application of product knowledge in defined areas of fast food retailing or a more general category according to store requirements.

This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FS.3.1 **Identify Product Range and Develop Product Knowledge.**	ᵛ Product knowledge developed by accessing store or suppliers product manuals, videos, product demonstrations, labels and store tours. ᵛ Store fast food menu identified according to product variety, major ingredients and seasonal availability.
FS.3.2 **Recommend Fast Food Products**	ᵛ Product knowledge applied to advise customers on available menu items. ᵛ Product ingredients, simple nutritional information, handling, storage and cooking tips from manufacturers data provided for customers on request. ᵛ Complimentary products, specials, new lines, seasonal promotions recommended to customers in line with store policy.
FS.3.3 **Advise on Fast Food Services**	ᵛ Store fast food services promoted, quoted on and arranged for customers on request.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

The following range of variables may be present:

ᵥ Store policy and procedures in regard to selling fast food products.

ᵥ Size, type and location of store.

ᵥ Industry codes of practice.

ᵥ Store may specialise in a particular food area or retail a variety of fast food products.

ᵥ Fast food products may be hot or cold items including:
  – seafood, fish
  – coated or battered items
  – delicatessen goods
  – sandwiches
  – hamburgers, meat, poultry
  – pizzas
  – drinks
  – salads
  – desserts.

ᵥ Food services may include:
  – special occasion catering
  – boardroom catering
  – food delivery services
  – seasonal promotions.

ᵥ Customers information requests may be related to preference, health factors or cultural group.

ᵥ Levels of staffing eg: staff shortages.

ᵥ Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the sale of fast food items

ν consistently applying product information contained in store manuals and manufacturers product labels when providing advice to customers.

ν consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services

ν developing, maintaining and conveying product knowledge to other staff as required

ν applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Knowledge and Skills

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

ν Operational knowledge of store policies and procedures, in regard to:

- the sale of fast food items
- quality policy to customers and suppliers
- allocated duties and responsibilities

ν Knowledge and provision of:

- current fast food services available to customers.

ν Specialist product knowledge including:

- specialised products
- corresponding benefits of various products
- shelf life; use-by date
- storage requirements
- ingredients on materials contained in product
- features and use of products
- corresponding or complementary products and services
- stock availability
- ordering procedures.

- Knowledge of and ability to interpret store/industry manuals and documentation (paper based or computerised).

- Knowledge of store:

  - stock and merchandise

  - service range

  - procedures for taking customer orders

  - buying, pricing and ordering procedures

  - other relevant policies and procedures.

- Basic operational knowledge of relevant:

  - legislation and statutory requirements including food preparation and consumer law.

  - industry codes of practice, including Supermarket Scanning Code

- Ability to use a range of communication/electronic equipment.

- Literacy skills in regard to:

  - reading and understanding product information

  - reading and understanding store policies and procedures

  - recording information.

- Numerical skills in regard to pricing and estimation of quantities.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package - WRR97.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFS.3A: Advise on Fast Food Products, the candidate will demonstrate the ability to apply product knowledge of specified fast food products in providing accurate advice to customers in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFS.3A: Advise on Fast Food Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFS.3A: Advise on Fast Food Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ν a real or simulated retail environment

ν sources of product information

ν suitable merchandise

ν relevant documentation, such as:
   − store policies and procedures manuals

ν qualified workplace assessor.

WRRFM.3A   Prepare and Display Fast Food Items

This unit involves the preparation, cooking, arrangement and presentation of fast food items within the store. It includes the setting up and maintenance of displays and labelling or pricing stock. It also includes the handling, protection and storage of fast food products for display or sale. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.3.1　　**Prepare Fast Food Items**	ᵛ Work stations prepared and operated according to health and hygiene requirements and store procedures.
	ᵛ Equipment, utensils and implements required identified, maintained and used according to store procedures.
	ᵛ Ingredients for items identified and assembled according to standard store recipes.
	ᵛ Preparation and handling requirements for individual food items identified according to hygiene regulations and store procedures.
	ᵛ Products to be sliced/cut identified and sliced/cut according to product, hygiene and safety requirements.
	ᵛ Food preparation equipment used safely and switched off after use, as required according to government occupational health and safety requirements and store procedures.
	ᵛ Equipment cleaned and stored according to store and government requirements.
	ᵛ Items to be cooked are identified, prepared and cooked according to hygiene, health and safety requirements and store procedures.
	ᵛ Items to be heated identified and placed in, and removed from ovens according to hygiene, health and safety requirements and store procedures.
	ᵛ Items to be defrosted identified and prepared according to health and hygiene requirements and store procedures.

FM.3.2 **Present Food/Menu Items**

ᵥ Food/menu items packaged/plated according to store procedures and hygiene requirements.

ᵥ Portion control applied to minimise wastage.

ᵥ Food products stock placed in/on display units in determined locations as required.

ᵥ Food products displayed to achieve a balanced fully stocked appearance and promote sales.

ᵥ Stock checked for freshness prior to placement on display.

ᵥ Damaged, deteriorated, spoiled or out-of-date stock identified and corrective action taken as required according to store procedures and health and hygiene requirements.

ᵥ Cooked and uncooked products displayed and stored separately to avoid cross contamination according to store policy and health and hygiene requirements.

ᵥ Individual products placed in separate containers/dividers to avoid spoilage.

ᵥ Food product stock range placed to conform with fixtures, ticketing, prices or bar codes.

ᵥ Food product stock rotated according to shelf life, use-by dates, store procedures, health and hygiene requirements.

ᵥ Presentation of food conforms to product handling requirements, techniques and health, hygiene and safety requirements.

FM.3.3 **Prepare Display Labels/Tickets**

ᵥ Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.

ᵥ Stock is date coded as required.

ᵥ Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.

ᵥ Late mark-downs/reductions identified and ticketed according to store policy.

ᵥ Electronic ticketing equipment used and maintained according to design specifications.

ᵥ Ticketing equipment maintained and stored in a secure location.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

FM.3.4 **Place, Arrange and Display Price Tickets and Labels**

ᵛ Tickets/labels visible and correctly placed on merchandise to conform with government and store requirements.

ᵛ Labels/tickets replaced according to store policy.

ᵛ Correct pricing and clear information maintained on products according to store procedures, industry codes and government requirements.

FM.3.5 **Maintain Food Displays**

ᵛ Special promotion areas reset and dismantled.

ᵛ Food/menu items selected for display as required.

ᵛ Products arranged/faced up as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units.

ᵛ Unsuitable or out-of-date displays identified, reset and/or removed as directed.

ᵛ Optimum stock levels identified and stock replenished according to store policy.

ᵛ Display areas maintained in a clean and tidy manner.

ᵛ Excess packaging removed from display areas.

FM.3.6 **Protect Food/Menu Items**

ᵛ Correct handling, storage and display techniques identified and used according to food characteristics, industry codes and government requirements.

ᵛ Food handling implements changed when handling different products according to health and hygiene requirements and store procedures.

ᵛ Implements for handling products identified and used according to health and hygiene requirements and store policy.

ᵛ Medium in which serving equipment is stored, changed regularly to prevent contamination.

ᵛ Products wrapped/packaged to prevent deterioration according to health and hygiene requirements and store procedures.

ᵛ Fragile or expensive stock identified and handled with extra care to prevent damage or deterioration.

ᵛ Correct temperatures for menu items identified and maintained according to health and hygiene requirements and store procedures.

ᵛ Work areas/storage areas/display units maintained and cleaned according to store procedures.

ᵛ Storage/display units regularly checked to ensure products kept at recommended temperatures.

ᵛ Temperature irregularities reported to appropriate people without delay

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

The following range of may be present

ᵥ Store policy and procedures in regard to the preparation, cooking, arrangement, presentation, handling and storage of fast food items.

ᵥ Industry codes of practice

ᵥ Store may specialise in a particular fast food area or retail a variety of fast food products.

ᵥ Size, type and location of display areas and storage units.

ᵥ Fast food menu range may include:
  − salads
  − sandwiches
  − hamburgers, meat, poultry
  − delicatessen goods
  − pizzas
  − seafood
  − coated or battered items
  − drinks
  − desserts

ᵥ Handling techniques may vary according to stock characteristics, including:
  − perishable items
  − cooked/uncooked items
  − items requiring defrosting/freezing
  − wet/dry items

ᵥ Food handling implements and equipment may include:
  − tongs, knives, slicers, etc.

ᵥ Storage/display units may include:
  − heaters/ovens/bain marie/rotisserie
  − freezers
  − refrigerated units/coolrooms
  − display fixtures, bins, cabinets
  − self serve.

ᵥ Load limits/load bearing capacity of storage/display units may include:
  − weight bearing capacity
  − temperature maintenance.

- Covering or wrapping of food may include:
  - pre-packaging
  - separating items to prevent cross-contamination
  - protection of items
  - covering to prevent deterioration of product
- Packaging materials may include:
  - plastic containers
  - polystyrene trays
  - plastic wrap
  - plastic bags
  - paper wraps and bags.
- Deterioration of product may include:
  - contamination
  - product life/use-by date
  - crushing
  - over heating/drying out
- Setting of new displays or maintaining existing displays.
- Labels may be provided, produced electronically or manually.
- Store labelling and pricing policy may include:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written or electronically produced labels
  - bar coding
  - price boards
  - header boards.
- Maintenance and cleaning of equipment and working areas according to store policies and procedures
- Levels of staffing eg. Staff shortages.
- Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of WRRLP.6B Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ consistently applying store policy and procedures in regard to hygiene and sanitation practices

ᵥ consistently applying store policy and procedures in the preparation, cooking, arrangement, presentation, handling and storage of fast food items

ᵥ consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock

ᵥ displaying merchandise on fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements

ᵥ preparing display labels and price tickets for merchandise with regard to store policies and procedures

ᵥ operating, maintaining and storing a range of electronic ticketing equipment according to:

- store policy and procedures

- industry codes of practice

- manufacturers' instructions and design specifications.

ᵥ arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements

ᵥ identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures

ᵥ maintaining display areas and replenishing stock as required in accordance with store procedures

ᵥ performing correct manual handling, storage and display techniques according to:

- stock characteristics

- industry codes of practice

- occupational health and safety regulations.

- hygiene and sanitation practices

Underpinning Knowledge and Skills

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

v   Knowledge and provision of:

- fast food menu range
- shelf life of various products
- placing and arranging fast food items and maintaining display.

v   Operational knowledge of store policies and procedures, in regard to:

- merchandising, ticketing, pricing and storage of stock
- principles of display
- 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 and rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials.

v   Basic knowledge of elements and principles of design and trends in retail design.

v   Basic operational knowledge of relevant:

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  – Manual Handling
  – Hygiene and Sanitation
- other relevant legislation and statutory requirements including food preparation and consumer law
- Trade Practices and Fair Trading Acts for pricing and ticketing
- industry codes of practice such as Supermarket Scanning Code

v   Operational skills and techniques in:

- use and maintenance of electronic labelling/ticketing equipment
- completing tasks in set time frame.

v   Literacy and numeracy skills in relation to:

- reading and interpreting store procedures and guidelines
- weighing and measuring of goods
- machine or manual preparation of labels/tickets

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	**1**	2	**1**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFM.3A: Prepare and Display Fast Food Items, the candidate will demonstrate the ability to prepare, place arrange and protect specified fast food products, prepare display labels/tickets and maintain specified fast food displays.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFM.3A: Prepare and Display Fast Food Items is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

• apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

• integrate the most critical aspects of the phase for which workplace competency must be demonstrated

The assessment will integrate those aspects of Unit WRRFM.3A: Prepare and Display Fast Food Items which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵛ   a real or simulated retail environment

ᵛ   ticketing equipment

ᵛ   products for preparation and display

ᵛ   display materials and props

ᵛ   cleaning equipment and materials

ᵛ   relevant documentation such as:

- store policy and procedure manuals on housekeeping, occupational health and safety and merchandising

- industry codes of practice and relevant legislation

- manufacturers instructions/operation manuals on electronic ticketing equipment

ᵛ   qualified workplace assessor.

WRRFS.4A   Recommend Liquor Products

This unit builds on WRRS.2A Advise on Products and Services. It involves providing advice to customers and other sales staff on a range of liquor products, their characteristics, storage and serving. It also includes the application of current legislation governing the sale of liquor.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

FS.4.1   Research Store Liquor Range

ᵥ Product knowledge developed by accessing store or suppliers product manuals, videos, tastings and product labels.

ᵥ Store liquor range including wines, spirits, beers, liqueurs and mixers identified according to:

  − - brand
  − - type
  − - style
  − - basic production methods
  − - regional origin
  − - vintages
  − - features
  − - price

FS.4.2   Recommend Liquor Products

ᵥ Product knowledge applied to advise customers and other staff on available product types, varieties, product features and price.

ᵥ Wine information including style, grape variety, region, fermentation method and storage requirements conveyed to customers.

ᵥ Customers advised regarding available range of beers, their shelf life and alcohol content.

ᵥ Spirits, liqueurs and mixers correctly identified according to style, type, regional vintages, brands and basic production methods to assist customers purchase decisions.

ᵥ House brands specials and new lines are promoted to customers according to store policy.

ᵥ Special occasion catering promoted, quoted on and arranged for customers on request.

FS.4.3   Adhere to Liquor Licensing Requirements.

ᵥ Proof of age requested and service refused if applicable.

ᵥ Intoxicated customers identified and service refused according to store policy.

ᵥ Store trading hours observed and records of purchases maintained in accordance with liquor licensing requirements and store policy.

RANGE OF VARIABLES

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:

ᵥ   store policies and procedures in regard to selling liquor products

ᵥ   relevant legislation and statutory requirements

ᵥ   size type and location of store

ᵥ   store liquor product range may include wines, spirits, beers, liqueurs, mixers

ᵥ   product training and information available to staff

ᵥ   product may be local or imported

ᵥ   store service range may include special occasion catering, tastings, hire or loan of glassware and other accessories, liquor delivery

ᵥ   customers with routine or special requests

ᵥ   regular and new customers

ᵥ   customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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.

This unit builds on the knowledge and skills gained in Units WRRS.1A - Sell Products and Services and WRRS.2A - Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ continually updating and applying product knowledge about current store liquor products contained in store manuals and manufacturers product labels to provide comprehensive advice to customers and staff

ᵥ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures and store trading hours

ᵥ understanding and applying store policies and procedures and consumer law and liquor licensing requirements, including record keeping

ᵥ advising customers and informing sales team members of major characteristics of store range of liquor products, including style, type, fermentation method, regional vintages/characteristics, basic production methods and storage requirements

ᵥ advising customers on store liquor services available to customers, including home delivery

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service

- methods of dealing with special needs/requests of customers

- customer complaints

ᵥ Knowledge and understanding of:

- store liquor product range, including specials, house lines, new lines and seasonal promotions

- store product services

ᵥ Knowledge, understanding and application of:

- relevant legislation and statutory requirements, including liquor licensing requirements and proof of age

- industry codes of practice, including Supermarket Scanning Code, if applicable

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling Regulations
  - Plant and Equipment
  - Dangerous Goods
  - Workers Compensation.

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive, intoxicated and underage customers

- organising and providing liquor services to customers

ᵛ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in estimating customer requirements and quoting for catering.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package - WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRFS.4A Recommend Liquor Products should require the candidate to provide evidence of product knowledge over a broad range of current liquor products and related services in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package - WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRFS.4A Recommend Liquor Products is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRFS.4A Recommend Liquor Products, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals
- industry codes of practice and relevant legislation
- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Dangerous Goods
  - Workers Compensation

ᵥ access to an appropriate range of liquor products and services

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRFM.5A Prepare and Display Bakery Products

This unit involves the preparation, arrangement and presentation of bakery products within the store. It includes the setting up and maintenance of displays and labeling or pricing stock. It also includes the maintenance, handling and storage of bakery products. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.5.1 **Prepare Bakery Products**	▪ Preparation and handling requirements for individual bakery products identified according to food safety regulations and store procedures.
	▪ Volume of product requiring preparation identified according to store procedures.
	▪ Products identified and prepared according to product and food safety requirements.
	▪ All equipment used safely, switched off after use, and cleaned and stored according to Occupational Health and Safety requirements and Food Safety requirements.
	▪ Items prepared to comply with weight statements on label according to Legislation and Statutory requirements.
	▪ Packaging selected and items placed into/on packaging according to product requirements, Food Safety requirements and store procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

FM.5.2
Place and Arrange Bakery Products

- Bakery products unpacked in accordance with Food Safety requirements and store procedures.

- Bakery products checked for quality and freshness prior to placement on display.

- Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken as required according to Food Safety and environmental requirements and store procedures.

- Packaging requirements for bakery products identified and products packaged and labelled, where required, according to Food Safety requirements and store procedures

- Bakery products placed in/on display units in determined locations and individual products placed in separate areas/containers/dividers where required, to avoid spoilage and/or to enhance presentation.

- Bakery products displayed to achieve a balanced appearance and promote sales.

- Bakery product range placed to conform to fixtures, ticketing, prices or bar codes.

- Bakery products rotated according to shelf life, use-by dates, Food Safety requirements and store procedures.

- Presentation of bakery products conforms to product handling requirements and techniques and Food Safety requirements.

FM.5.3
Prepare Display Labels/Tickets

- Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.

- Stock date coded where required.

- Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken.

- Late mark-downs/reductions identified and ticketed as required according to store policy.

- Electronic ticketing equipment used and maintained according to design specifications and store procedures.

- Ticketing equipment maintained and stored in a secure location.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.5.4 **Place, Arrange and Display Price Tickets and Labels**	▪ Tickets/labels visible and correctly placed/replaced to conform to legislative requirements and store policy. ▪ Correct pricing and clear information maintained on products according to store procedures, industry codes and legislative requirements.
FM.5.5 **Maintain Bakery Product Displays**	▪ Bakery products selected for display. ▪ Promotion areas set and dismantled according to store procedures. ▪ Products arranged/faced up as directed and/or according to layout /equipment specifications. ▪ Unsuitable or out-of-date displays identified, reset and/or removed as directed. ▪ Optimum stock levels identified and stock replenished according to store policy. ▪ Display areas maintained in a clean, safe and hygienic manner according to Food Safety requirements. ▪ Excess packaging removed from display areas and disposed of according to heath and safety and environmental requirements and store procedures.
FM.5.6 **Protect Bakery Products**	▪ Correct handling, storage and display techniques identified and used according to bakery product characteristics, industry codes and government requirements. ▪ Personal protective clothing/equipment and implements for handling products identified and used according to Food Safety requirements and store procedures. ▪ Fragile products identified and handled with extra care to prevent damage or deterioration. ▪ Correct temperatures for product range identified and storage/display units regularly checked and maintained to ensure products kept at recommended temperatures according to food safety requirements and store procedures. ▪ Storage/display units maintained and cleaned according to Food Safety requirements. ▪ Temperature irregularities and/or equipment faults reported to appropriate people without delay and recorded according to heath and safety requirements and store procedures.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

The following range of variables may be present

- Store policy and procedures in regard to food safety practices and the preparation, arrangement, presentation, handling and storage of bakery products.

- Industry codes of practice.

- Store may specialise in a particular bakery product or retail a variety of bakery products

- Size, type and location of display areas and storage units.

- Store bakery product and service range which may include:

  - bread lines

  - sweet yeast products (buns, scrolls, donuts)

  - pies, pizzas

  - cake (plain, cream, custard, fruit)

  - pastry lines (sweet, savoury, custard, fruit)

  - hot or cold items

  - cooked or uncooked items

  - par-baked or frozen

  - iced and un-iced items.

- Food handling implements and equipment may include:

  - tongs, knives, gloves, food handling tissues, paper towels, slicers, scrapers, mixers etc.

- Storage/display units may include:

  - window displays

  - freezers/refrigerated units/coolrooms

  - display fixtures, bins, cabinets/cases/self serve units

  - food warmers, bain-marie

  - sandwich/salad bars.

- Personal protective clothing may include:

  - Aprons

  - Gloves

  - Hair covering

  - Protective eye wear

  - Protective foot wear.

- Layout/equipment specifications may include
  - load limits/load bearing capacity of fixtures, storage/display units
  - weight bearing and/or volume capacity
  - temperature maintenance.

- Covering or wrapping of food may include:
  - pre-packaging
  - separating items to enhance presentation and to prevent cross-contamination/spoiling
  - protection of items
  - covering to prevent deterioration of product.

- Packaging materials may include:
  - cardboard trays, foil trays, polystyrene trays
  - clear plastic containers
  - plastic wrap
  - plastic bags, foil bags, pre heat bags
  - paper bags, cloth bags
  - cake trays and boxes.

- Preparation of bakery product may include:
  - baking
  - de-panning
  - decorating/finishing
  - creaming/icing
  - slicing
  - packaging.

- Handling and storage techniques may vary, but must conform to Food Safety requirements, according to bakery product characteristics including:
  - perishable items
  - cooked/uncooked and hot/cold items
  - separating items to enhance presentation and to prevent cross-contamination/spoiling
  - items requiring chilling, heating
  - soft or fragile items requiring careful handling eg. cream products.

- Deterioration of product may include:
  - Contamination/adulteration
  - product life/use-by date/staling
  - crushing/damage
  - drying out/sweating.

RANGE OF VARIABLES (CONTINUED)

- Setting of new displays or maintaining existing displays including:
    - separating items to enhance presentation and to prevent cross-contamination/spoiling.
- Labels may be provided, produced electronically or manually.
- Label details may include:
    - Australian Product Numbering(APN)
    - name and address of vendor
    - description of product
    - price, ingredients, use-by-date or shelf life, nominal weight
    - recommended storage procedures
    - recommended intended use
    - nutritional ingredients.

- Store labeling and pricing procedures may include:
    - pricing gun
    - shelf tickets
    - shelf talkers
    - written or electronically produced labels
    - bar coding
    - price boards/header boards.

- Maintenance and cleaning of equipment and working areas according to legislative requirements and store policies and procedures.
- Operational Requirements may include:.
    - Staffing levels e.g.: staff shortages
    - Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policy and procedures in regard to food safety practices.

- consistently and accurately identifying and interpreting the store Food Safety Plan.

- consistently following, applying and implementing the Food Safety Plan according to health and hygiene requirements and store procedures.

- consistently applying Food Safety requirements and store policy and procedures in regard to the preparation, arrangement, presentation, handling and storage of bakery products.

- consistently applying store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.

- consistently displaying merchandise on fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.

- consistently preparing display labels and price tickets for merchandise with regard to legislative requirements and store policies and procedures.

- consistently operating, maintaining and storing a range of electronic ticketing equipment according to:
    - store policy and procedures
    - industry codes of practice
    - manufacturers' instructions and design specifications.

- consistently arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements.

- consistently identifying damaged, contaminated or out of date stock and taking corrective action as required by food safety requirements and store procedures.

- consistently maintaining display areas and replenishing stock as required in accordance with store procedures.

- consistently performing correct manual handling, storage and display techniques, including at point of sale operation, according to:
    - stock characteristics
    - industry codes of practice
    - occupational health and safety regulations
    - food safety practices.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:
  - the sale of food items
  - Food Safety requirements
  - environmental issues/ requirements
  - point of sale operation
  - merchandising, ticketing, labelling and pricing
  - correct storage of stock
  - principles of display
  - store promotional themes, advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling/ticketing equipment and materials.
- Knowledge and provision of:
  - store bakery product range
  - preparation of bakery products for display
  - placing and arranging bakery products and maintaining displays.
- Basic operational knowledge of relevant:
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling, including point of sale operation
    - Food Safety
    - Environmental issues
  - legislation and statutory requirements including consumer law
  - Trade Practices and Fair Trading Acts for pricing and ticketing
  - industry codes of practice such as Supermarket Scanning Code.
- Operational skills and techniques in:
  - use and maintenance of electronic labelling/ticketing equipment
  - completing tasks in set time frame.

- Basic knowledge of elements and principles of design and trends in retail design.
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - weighing and measuring of goods
  - machine or manual preparation of labels/tickets.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	**1**	2	**1**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

▪ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

▪ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFM.5: Prepare and Display Bakery Products, the candidate will demonstrate the ability to prepare, place, arrange and protect specified bakery products, prepare display labels/tickets and maintain specified bakery product displays.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFM.5: Prepare and Display Bakery Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell*.

The Integrated Competency Assessment activity will require the candidate to:

▪ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

▪ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFM.5: Prepare and Display Bakery Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment

- ticketing equipment

- products for preparation and display

- display materials and props

- cleaning equipment and materials

- relevant documentation such as:

  - store policy and procedure manuals on housekeeping, occupational health and safety and merchandising

  - food safety requirements

  - industry codes of practice and relevant legislation

  - manufacturers instructions/operation manuals on electronic ticketing equipment

- qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRFS.5A Advise on Bakery Products

This unit builds on Unit WRRS.1 Sell Products and Services. It includes the development of product knowledge and its application to provide sales and service advice to customers with regard to bakery products. It may involve the application of product knowledge in defined areas of food retailing or a more general category according to store requirements. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FS.5.1 **Develop Product Knowledge**	▪ Product knowledge developed by accessing store or supplier product manuals, product profiles, videos, product demonstrations, labels, store tours and other staff.

	▪ Comparisons between products researched and applied including:
	  – product varieties
	    – nutritional and dietary aspects
	    – flavor
	    – ingredients
	  – price.

	▪ Labels read and interpreted according to legislative requirements and store information.
FS.5.2 **Identify Bakery Products**	▪ Store bakery product range identified according to its price range, product variety, and physical characteristics.
	▪ Seasonal availability identified according to store information.
FS.5.3 **Recommend Bakery Products**	▪ Bakery products and services evaluated, including variety, type and price range according to customer requirements and store policy.
	▪ Features and benefits including convenience of bakery products discussed with customer to create a buying/selling environment.
	▪ On-selling, complementary products, specials, new lines, seasonal promotions recommended to customers in line with store policy.
	▪ Advice on bakery products including basic nutritional information, handling, storage, shelf life and cooking tips from available data provided, for customers on request.
	▪ Customer offered alternative product/service or advice when requested item is not available.
FS.5.4 **Advise on Bakery Services**	▪ Store retail bakery services promoted, quoted on and arranged for customers on request.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of Unit WRRLP.6B Apply Retail Food Safety Practices.

The following range of variables may be present:

- Store policy and procedures in regard to selling bakery products.

- Size, type and location of store.

- Industry codes of practice.

- Store bakery product range which may include:

    - bread lines

    - sweet yeast products (buns, scrolls, donuts)

    - pies, pizzas

    - cake (plain, cream, custard, fruit)

    - pastry lines (sweet, savoury, custard, fruit)

    - hot or cold items

    - cooked or uncooked items.

    - par-baked or frozen

    - iced and un-iced items.

- Product knowledge may include:

    - bakery product identification

    - use

    - preparation

    - cooking methods/recipes

    - nutritional aspects

    - country of origin

    - seasonal availability

    - taste preferences

    - flavour which may include- sweet, sour, bitter, salt, umami

    - storage conditions/shelf life.

- Bakery range may include seasonal varieties, exotic and unusual lines.

- Product knowledge may be gained from store or supplier product manuals, product profiles, videos, demonstrations, self paced learning programs (which may be paper based or electronic), labels, store tours and other staff.

- Customers with special needs, including dietary requirements, allergic reactions.

- Customers information requested may be related to preference, health factors or cultural group.

- Operational Requirements may include:

    - Staffing levels e.g.: staff shortages

    - Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the sale of bakery products.

- consistently applying product knowledge to advise on and sell bakery products and services.

- consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services.

- consistently developing, maintaining and conveying product knowledge to other staff as required.

- consistently applying detailed and specialised product knowledge to provide accurate advice according to customer needs.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:
  - the store Food Safety Plan
  - the sale of bakery products
  - quality policy to customers and suppliers, including product, service, cleanliness and presentation
  - allocated duties and responsibilities
  - stock availability
  - ordering procedures.

- Knowledge and provision of:
  - current retail bakery products and services available to customers.

- Specialist product knowledge including:
  - specialised products
  - corresponding benefits of various products
  - shelf life; use-by date
  - storage requirements
  - ingredients in materials contained in product.
  - basic dietary and nutritional aspects and food additives.
  - flavour of various products
  - uses and preparation methods of various products
  - basic production methods
  - features and use of products
  - corresponding or complementary products and services

- Knowledge of and ability to interpret store/industry manuals and documentation (paper based or computerised).

- Knowledge of store:

  - stock and merchandise

  - service range

  - procedures for taking customer orders

  - buying, pricing and ordering procedures

  - other relevant policies and procedures.

- Basic operational knowledge of relevant:

  - legislative and statutory requirements including consumer law, food safety, Occupational Health and Safety and environmental issues in regard to waste and recycling

  - industry codes of practice.

- Ability to use a range of communication/electronic equipment.

- Literacy skills in regard to:

  - reading and understanding product information

  - reading and understanding store policies and procedures

  - recording information.

- Numerical skills in regard to pricing, estimation and weighing of quantities.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	2	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace. Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFS.5: Advise on Bakery Products, the candidate will demonstrate the ability to apply product knowledge of specified bakery products in providing accurate advice to customers in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFS.5 Advise on Bakery Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

EVIDENCE GUIDE (CONTINUED)

The Integrated Competency Assessment activity will require the candidate to:

▪ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

▪ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFS.5: Advise on Bakery Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

ᵥ a real or simulated retail environment

ᵥ sources of product information

ᵥ suitable merchandise

ᵥ relevant documentation, such as:

  − store policies and procedures manuals

ᵥ qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRFM.6A Prepare and Display Fresh, Frozen and Live Seafood Products

This unit is based on Unit Q6 Retail Fresh, Frozen and Live Seafood, from the National Seafood Competency Standards. It involves the preparation, arrangement and presentation of seafood products within the store. It includes assessing freshness of stock, the setting up and maintenance of displays and labeling or pricing stock. It also includes the maintenance and safe handling and storage of seafood products. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.6.1 **Prepare Seafood Products**	▪ Preparation and handling requirements for individual seafood products identified according to food safety regulations and store procedures. ▪ Personal protective clothing worn as required by food safety regulations and store procedures. ▪ Volume of product requiring preparation identified according to store procedures. ▪ Seafood products taken from chiller assessed for freshness and suitability and unpacked and prepared for retail display according to food safety regulations and store procedures. ▪ Product identified as unsuitable, set aside and dealt with according to food safety regulations and store procedures. ▪ Preparation equipment, including knives, used safely, according to government occupational health and safety requirements and store procedures. ▪ Preparation equipment, cleaned and stored according to Food Safety, government and store requirements. ▪ Temperature of product in retail display checked, to ensure conformity to store procedures and food safety regulations. ▪ Packaging requirements for Seafood products identified and products packaged and labelled, where required, according to food safety requirements and store procedures. ▪ Live product placed in tanks according to food safety regulations and store procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.6.2 **Set up and Maintain Seafood Product Display**	▪ Seafood products checked for quality and freshness prior to placement on display. ▪ Seafood products selected for display and placed in display units in determined locations, according to store procedures. ▪ Display checked to ensure that no cross contamination occurs between raw and cooked product, according to food safety regulations and store procedures. ▪ Seafood products displayed to achieve a balanced, fully stocked appearance and to promote sales. ▪ Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken as required according to store procedures and food safety requirements. ▪ Seafood product range placed to conform to fixtures, ticketing, prices or bar codes as required. ▪ Seafood products rotated according to shelf life, use-by dates, store procedures, and food safety requirements. ▪ Presentation of Seafood products conforms to product handling requirements, techniques and food safety requirements. ▪ Fresh product kept moist according to store procedures. ▪ Ice and water used on fresh product is potable, according to food safety requirements. ▪ Frozen products checked to ensure all products are within use-by-date, and placed below freezer unit's load line according to manufacturer's instructions. ▪ Live product display tanks checked to ensure all dead and dying fish are removed and that all equipment is in full working order according to store procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.6.3 **Prepare, Place and Arrange, Price Tickets and labels**	▪ Labels/tickets for window, wall or floor displays, display units, or for products, prepared and maintained to show the correct product name and price, according to store procedures, industry codes and government requirements. ▪ Stock date coded as required. ▪ Soiled, unclean, damaged, illegible or incorrect labels/ tickets identified and immediate corrective action taken. ▪ Late mark-downs/reductions identified and ticketed according to store policy. ▪ Electronic ticketing equipment used and maintained according to design specifications. ▪ Ticketing equipment maintained and stored in secure location. ▪ Tickets/labels visible and correctly placed on products to conform to government and store requirements. ▪ Labels/tickets replaced according to store policy.
FM.6.4 **Maintain Seafood Product Displays**	▪ Special promotion areas reset and dismantled according to store procedures. ▪ Products arranged/faced up as directed and/or according to layout specifications, load bearing and load limit capacity of fixtures, display or storage units. ▪ Optimum stock levels identified and stock replenished according to store policy. ▪ Display areas maintained in a clean and tidy manner. ▪ Excess packaging removed from display areas and disposed of according to heath and safety requirements and store procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
FM.6.5 **Protect Seafood Products**	▪ Correct handling, storage and display techniques identified and used according to Seafood product characteristics, industry codes and government requirements. ▪ Personal protective clothing/equipment identified and used according to food safety requirements and store procedures. ▪ Implements for handling products identified and used according to food safety requirements and store policy. ▪ Fragile or expensive products identified and handled with extra care to prevent damage or deterioration. ▪ Correct temperatures for product range identified and maintained according to food safety requirements and store procedures. ▪ Storage/display units maintained and cleaned according to food safety requirements and store procedures. ▪ Storage/display units regularly checked to ensure products kept at recommended temperatures. ▪ Temperature irregularities recorded and reported to appropriate people without delay. ▪ Equipment faults recorded and reported to appropriate people without delay.
FM.6.6 **Pack up and clean display area.**	▪ Product removed from retail display and assessed for freshness and suitability for sale, according to food safety regulations and store procedures. ▪ Product identified as unsuitable for sale disposed of according to food safety regulations and store procedures. ▪ Use-by-dates on packaged fresh and frozen product checked, and out of date product disposed of according to food safety regulations and store procedures. ▪ Stock take of fresh, live and frozen product undertaken according to store procedures. ▪ Price tickets removed and cleaned in accordance with store procedure and food safety requirements. ▪ Identification of fresh and live product maintained according to food safety regulations and store procedures. ▪ Preparation areas, refrigerators and empty display areas cleaned according to government occupational health and safety requirements, store procedures and food safety regulations. ▪ Product placed in chiller and/or freezer storage areas and re iced as required according to food safety regulations and store procedures.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

The following range of variables may be present

- Store policy and procedures in regard to food safety practices and the preparation, arrangement, presentation, handling and storage of Seafood products.

- Industry codes of practice.

- Store may specialise in a particular Seafood product or retail a variety of Seafood products.

- Size, type and location of display areas and storage units.

- Store Seafood product and service range which may include:

    - various fish species
    - crustacean species
    - molluscan species.

- Equipment may include:

    - Refrigerated display units
    - Ice machines
    - Fish tubs/fish boxes
    - Display trays, thongs
    - Live fish tanks
    - Scales-electronic and mechanical
    - Knives and sharpening stone/steel
    - Cleaning equipment
    - Cleaning chemicals
    - Price tickets
    - Thermometers or other temperature measuring devices.

- Personal protective clothing may include:

    - Aprons
    - Gloves
    - Hair covering
    - Protective eye wear
    - Protective foot wear.

- Storage/display units may include:
  - refrigerated units/coolrooms
  - display fixtures, bins, cabinets/cases.

▪ Load limits/load bearing capacity of storage/display units may include:

- weight bearing capacity

- temperature maintenance

▪ Covering or wrapping of food may include:
  - pre-packaging
  - separating items to prevent cross-contamination
  - protection of items
  - covering to prevent deterioration of product..

▪ Packaging materials may include:
  - polystyrene trays
  - clear plastic containers
  - plastic wrap
  - plastic or foil bags.

▪ Preparation of Seafood product may include:
  - Fish – gilled, gutted and butterfly cut

  - Fish fillets

  - Fish cutlets

  - Headed prawns

  - Headed, peeled and deveined prawns

  - Squid/Octopus cleaned

  - Cleaned crabs

  - Split lobsters

  - Sliced sashimi.

▪ Handling and storage techniques may vary according to Seafood product characteristics including:
  - perishable items
  - cooked/uncooked.

▪ Deterioration of product may include:

- contamination

- product life/use-by date

- crushing/damage

- drying out.

- Setting of new displays or maintaining existing displays.

- Labels may be provided, produced electronically or manually.

- Label details may include:
  - Australian Product Numbering(APN)
  - name and address of vendor
  - description of product
  - price, ingredients, use-by-date or shelf life, nominal weight.

- Store labelling and pricing procedures may include:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written or electronically produced labels
  - bar coding
  - price boards/header boards.

- Maintenance and cleaning of equipment and working areas according to legislative requirements and store policies and procedures.

- Routine or busy trading conditions.

- Staffing levels eg. staff shortages.

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.

The Evidence Guide for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policy and procedures in regard to food safety practices.

- consistently and accurately identifying and interpreting the store Food Safety Plan.

- consistently following, applying and implementing the Food Safety Plan according to health and hygiene requirements and store procedures.

- consistently applying store policy and procedures in regard to the preparation, arrangement, presentation, handling and storage of Seafood products.

- consistently applying store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.

- consistently displaying merchandise on fixtures/shelves/display areas in determined locations, in accordance with special manual handling techniques and other safety requirements.

- consistently preparing display labels and price tickets for merchandise with regard to legislative requirements and store policies and procedures.

- consistently operating, maintaining and storing a range of electronic ticketing equipment according to:

  - store policy and procedures

  - industry codes of practice

  - manufacturers' instructions and design specifications.

- consistently arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements.

- consistently identifying spoiled, damaged, contaminated or out of date stock and taking corrective action as required by food safety requirements and store procedures.

- consistently maintaining display areas and replenishing stock as required in accordance with store procedures.

- consistently performing correct manual handling, storage and display techniques according to:

  - stock characteristics

  - industry codes of practice

  - occupational health and safety regulations

  - food safety practices.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:
  - the sale of seafood products
  - merchandising, ticketing, labelling and pricing
  - correct storage of stock
  - principles of display
  - store promotional themes, advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling/ticketing equipment and materials.
- Knowledge and provision of:
  - current retail seafood product and service range available to customers
  - preparation of Seafood products for display
  - placing and arranging Seafood products and maintaining displays.
- Basic operational knowledge of relevant:
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Food Safety
  - legislation and statutory requirements including consumer law
  - Trade Practices and Fair Trading Acts for pricing and ticketing
  - industry codes of practice such as Supermarket Scanning Code.
- Practical skills in :
  - Assessing seafood freshness and suitability for retail display
  - Cleaning the workplace and safe use of cleaning chemicals
  - Handling of seafood.
- Operational skills and techniques in:
  - use and maintenance of electronic labelling/ticketing equipment
  - completing tasks in set time frame.

- Basic knowledge of elements and principles of design and trends in retail design.
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - weighing and measuring of goods
  - completing stock take forms
  - identifying and tracing product
  - machine or manual preparation of labels/tickets
  - accurately reading a thermometer
  - reading and interpreting electronic and mechanical scales
  - calculating extensions of weight and price to obtain correct price of product
  - stock taking product.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	**1**	**1**	2	**1**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package. What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace. Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations. Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

▪ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

▪ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFM.6, Prepare and Display Fresh, Frozen and Live Seafood Products, the candidate will demonstrate the ability to prepare, place, arrange and protect specified Seafood products, prepare display labels/tickets and maintain specified Seafood product displays.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFM.6, Prepare and Display Fresh, Frozen and Live Seafood Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell.*

The Integrated Competency Assessment activity will require the candidate to:

▪ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

▪ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFM.6, Prepare and Display Fresh, Frozen and Live Seafood Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation such as:
  - store policy and procedure manuals on housekeeping, occupational health and safety and merchandising
  - food safety requirements
  - industry codes of practice and relevant legislation
  - manufacturers instructions/operation manuals on electronic ticketing equipment
- qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRFS.6A   Advise on Seafood Products

This unit builds on Unit WRRS.1 Sell Products and Services. It includes the development of product knowledge and its application to provide advice to customers with regard to fresh, frozen and live seafood products.   It may involve the application of product knowledge in defined areas of food retailing or a more general category according to store requirements. This unit must be taken with Unit WRRLP.6B Apply Retail Food Safety Practices.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

FS.6.1
Develop Product Knowledge
	▪ Product knowledge developed by accessing store or suppliers' product manuals, videos, product demonstrations and labels.
	
	▪ Comparisons between products researched and applied including:
	   - various fish species
	   - crustacean species
	   - molluscan species
	   - nutritional and dietary aspects
	   - flavour
	   - cooking/preparation requirements
	   - features and price.

FS.6.2 **Identify Seafood Products**	▪ Store seafood product range identified according to its species, origin, shelf life, price range and features. ▪ Seasonal availability identified according to store information.
FS.6.3 **Recommend Seafood Products**	▪ Seafood products and services evaluated, including variety, quality, quantity and price range according to customer requirements. ▪ Features and benefits of seafood products discussed with customer to create a buying environment. ▪ Complementary products, specials, new lines, seasonal promotions recommended to customers in line with store policy. ▪ Advice on seafood products including simple nutritional information, handling, storage and cooking tips from available data provided for customers on request. ▪ Customer offered alternative product/service or advice when requested item is not available.

RANGE OF VARIABLES

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 Range of Variables for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

The following range of variables may be present:

- Store policy and procedures in regard to selling seafood products.
- Size, type and location of store.
- Industry codes of practice.
- Store seafood product range which may include:
    - various fish species
    - crustacean species
    - molluscan species
    - fresh, frozen or live products.
- Product knowledge may include:
    - seafood product identification
    - correct marketing name
    - harvest, fishing area, country of origin
    - legal length
    - prohibited species
    - use and preparation
    - cooking methods/recipes
    - nutritional aspects
    - seasonal availability
    - taste preferences
    - storage conditions/shelf life/potential food safety hazards.
- Seafood range may include seasonal varieties, exotic and unusual lines.
- Product knowledge may be gained from store or supplier's product manuals, videos, demonstrations, and labels.
- Customers with special needs, including dietary requirements.
- Customer information requested may be related to preference, health factors or cultural group.
- Staffing levels e.g. staff shortages.
- Routine or busy trading conditions.

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.

The Evidence Guide for this unit must take account of Unit WRRLP.6 Apply Retail Food Safety Practices.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the sale of seafood products.

- consistently applying product knowledge to advise on and sell seafood products and services.

- consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services.

- consistently developing, maintaining and conveying product knowledge to other staff as required.

- consistently applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Knowledge and Skills

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

- Operational knowledge of store policies and procedures, in regard to:
  - the store Food Safety Plan
  - the sale of seafood products
  - quality policy to customers and suppliers
  - allocated duties and responsibilities.

- Knowledge and provision of:
  - current retail seafood products and services available to customers.

- Specialist product knowledge including:
  - specialised products and services
  - corresponding benefits, features and use of various species and products
  - shelf life; use-by date, storage requirements
  - ingredients on materials contained in product, including basic dietary and nutritional aspects and food additives
  - flavour of various species and types of seafood
  - uses, preparation methods, cooking tips for various species and types of seafood
  - basic production/harvesting methods
  - corresponding or complementary products and services
  - stock availability
  - seasonal availability
  - ordering procedures.

- Knowledge of and ability to interpret store/industry manuals and documentation (paper based or computerised).

- Knowledge of store:
  - stock and merchandise
  - service range
  - procedures for taking customer orders
  - buying, pricing and ordering procedures
  - other relevant policies and procedures.
- Basic operational knowledge of relevant
  - legislation and statutory requirements including consumer law
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as: Manual Handling and Food Safety
  - industry codes of practice, including Supermarket Scanning Code.
- Ability to use a range of communication/electronic equipment.
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information.
- Numerical skills in regard to pricing, estimation and weighing of quantities.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	1	1	2	2	1

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis.

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

EVIDENCE GUIDE (CONTINUED)

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRFS.6: Advise on Seafood Products, the candidate will demonstrate the ability to apply product knowledge of specified seafood products in providing accurate advice to customers in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit WRRFS.6 Advise on Seafood Products is a Phase C2 unit within Certificate II in Retail Operations. Phase C2 is an elective stream.

Refer to the Qualifications, Section 3.4, for the other Phase C2 units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Fresh Food Products So That They Sell*.

EVIDENCE GUIDE (CONTINUED)

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRFS.6: Advise on Seafood Products which are critical to the theme of *Promoting Fresh Food Products So That They Sell* in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the fresh food products and services of the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C2.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

Resource Implications

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 store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- ᵥ a real or simulated retail environment
- ᵥ sources of product information
- ᵥ suitable merchandise
- ᵥ relevant documentation, such as:
    - store policies and procedures manuals
- ᵥ qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRSS.16A

Recommend Health and Nutritional Products and Services

This unit builds on WRRS.2 Advise on Products and Services. It involves providing advice to customers and other sales staff on a range of health and nutritional products and services, their characteristics, features, technical information and storage requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.16.1 **Research and Develop Product Knowledge**	▪ Product knowledge developed by accessing store or supplier product manuals, brochures and product labels. ▪ Comparisons between products researched and applied including: product type, purpose, basic production methods, features, benefits and price.
SS.16.2 **Identify Health and Nutritional Products**	▪ Store health product range, including food, vitamin, mineral, nutritional supplements and complementary therapies, identified according to product/ type/ purpose, basic production methods, features and benefits, price
SS.16.3 **Recommend Health and Nutritional Products**	▪ Product knowledge applied to advise customers and other staff on available product types, varieties, product features and price. ▪ Product information, including purpose, features, benefits, storage requirements and shelf life, conveyed to customers. ▪ Products correctly identified according to type, features, benefits and basic production methods to assist customers' purchase decisions. ▪ Specials and new lines promoted to customers according to store policy. ▪ Complementary products recommended to clients in line with store policies.
SS.16.4 **Advise on Health and Nutritional Services**	▪ Customer accurately advised on store range of products, services and complementary therapy consultant services where applicable, according to store policy and procedures. ▪ Customer questioned to determine nature of problem and solutions offered according to nature of problem, available product information, and store policy. ▪ Appointments scheduled with complementary therapy consultant services, where applicable, according to availability of consultant and store procedures.

RANGE OF VARIABLES

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:

- store policies and procedures in regard to selling health and nutritional products and services.
- relevant legislation and statutory requirements.
- size type and location of store.
- store health and nutritional product range may include food nutritional supplements, complementary medicines, natural cosmetics and health devices.
- Food may include:
    - bulk/ prepackaged/ refrigerated/ fresh produce
    - confectionery / snack food/ drinks including teas
    - organic food and/or genetically modified organism (GMO) free.
- Supplements may include:
    - vitamins / minerals / amino acids and other nutritional factors
    - herbs /homeopathic products / cell salts
    - food supplements /sports supplements /sports drinks/special dietary foods .
- Complementary medicines may include:
    - Herbal/ homeopathic/ aromatherapy products
    - Other natural and traditional remedies eg Chinese, Ayurvedic, Bach Flower essences, massage oils .
- Natural cosmetics may include:
    - hair / skin / nail products
    - personal hygiene products
    - natural make up products.
- Health devices may include, but are not limited to:
    - water filters
    - magnetic products
    - books/music
    - crystals.
- product training and information available to staff.
- product may be local or imported.
- customers with routine or special requests including dietary requirements.
- regular and new customers, customer loyalty schemes.
- customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1 Sell Products and Services and WRRS.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures which comply with consumer law and legislative requirements regarding the selling of health and nutritional products and services.

- continually updating and applying product knowledge in regard to current store health products and services to provide comprehensive advice to customers and staff.

- consistently advising customers and informing sales team members of major characteristics of store range of health products, including, product type, purpose, features and benefits, price, basic production methods and storage requirements.

- consistently advising customers on store health services available to customers, and scheduling appointments with complementary therapists where applicable.

ᵥ Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service

- methods of dealing with special needs/requests of customers

- customer complaints.

ᵥ Knowledge and understanding of:

- store health and nutritional product and service range, including, new lines and seasonal promotions.

ᵥ Knowledge, understanding and application of:

- relevant legislation and statutory requirements

- industry codes of practice, including :

  - advertising (Therapeutic Goods Administration)

  - stock procurement/stock dispensing

  - Complimentary Health Care Council (CHC) guidelines.

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling Regulations
  - Plant and Equipment
  - Dangerous Goods
  - Workers Compensation.

ᵛ Knowledge of principles, techniques and skills in:
  - communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
  - working with others and in teams
  - handling customers with special needs, including difficult customers.
  - organising and providing health and nutritional services to customers
  - scheduling appointments where required
  - handling customers with special dietary needs.

ᵛ Literacy skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information when gathering evidence of competency for assessment.

ᵛ Numeracy skills in estimating customer requirements.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package.*

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.16 Recommend Health and Nutritional Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current health products and related services in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.16 Recommend Health and Nutritional Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵛ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵛ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRSS.16 Recommend Health and Nutritional Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵛ a retail environment

ᵛ relevant sources of product information

ᵛ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  − Manual Handling
  − Plant and Equipment
  − Dangerous Goods
  − Workers Compensation.

ᵛ access to an appropriate range of health products and services

ᵛ access to a range of customers with different requirements

ᵛ qualified workplace assessor

National Wholesale Retail and Personal Services Industry Training Council LTD

Suite 2E
9 Burwood Road
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

ACN 002 717 624

Email:
natwraps@natwraps.com.au

NATIONAL RETAIL COMPETENCY STANDARDS

Specialist Skill Area

Personal Products

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRSS.1A
Recommend and Fit Clothing and Accessories

SS 1.1   Research Store Clothing Range
SS 1.2   Recommend Customer Wardrobing
SS 1.3   Measure and Fit Clothes
SS 1.4   Advise on and Arrange Clothing
          Alterations Service

Unit WRRSS.2A
Recommend and Fit Footwear Products and Services

SS 2.1   Research Store Footwear Range
SS 2.2   Recommend Footwear Products
SS 2.3   Measure and Fit Footwear Products
SS 2.4   Advise on and Arrange Product
          Services and Repairs

Unit WRRSS.3A
Recommend Jewellery Products and Services

SS 3.1   Research Store Product Range
SS 3.2   Recommend Specialised Jewellery
          Products
SS 3.3   Advise on Jewellery Product Warranties
SS 34   Protect Stock

Unit SS.15
Recommend Hair/Beauty/Cosmetic Products

SS 15.1   Research Store Product Range
SS 15.2   Identify Hair/Beauty/Cosmetic
          Products
SS 15.3   Recommend Hair/Beauty/Cosmetic
          Products

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	PERSONAL PRODUCTS UNIT TITLES
WRRSS.1	A	Recommend and Fit Clothing and Accessories
WRRSS.2	A	Recommend and Fit Footwear Products and Services
WRRSS.3	A	Recommend and Jewellery Products and Services
WRRSS.15	A	Recommend Hair/Beauty/Cosmetic Products

WRRSS.1A Recommend and Fit Clothing and Accessories

This unit builds on unit WRRS.2A. Advise on Products and Services. It includes the measuring and fitting of clothes, providing advice on clothing alterations, wardrobe planning, colour, characteristics and care of fabrics, and the selection and use of complementary accessories.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.1.1 **Research Store Clothing Range**	ᵥ Product knowledge developed by accessing suppliers product leaflets, fashion magazines, fashion shows, designers and manufacturers representatives and customer feedback.
	ᵥ Store clothing range identified according to brand options, brand sizing, colour, style, price and lifestyle.
	ᵥ Knowledge of fabric types, finishes, properties, benefits and effects demonstrated.
	ᵥ Fabric care specifications checked on manufacturers` product labels.
	ᵥ Knowledge of correlation between Australian sizing standards and UK, US and European clearly demonstrated.
	ᵥ Knowledge of correct measuring procedures demonstrated including where and how to measure.
SS.1.2 **Recommend Customer Wardrobing**	ᵥ Product knowledge applied to advise customers and other sales staff on available products, their features and price
	ᵥ Clothing care and cleaning specifications accurately conveyed to customers
	ᵥ Options and combinations of products recommended to meet customers needs, lifestyle and price range
	ᵥ Suggested wardrobe created around design elements, customer body shape, existing wardrobe and customer requirements

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.1.3   **Measure and Fit Clothes**

ᵥ Accurate and correct use of measuring tools applied

ᵥ Knowledge of Australian Standard clothing sizes applied to assist customers and other staff match products to body shapes and assist buying decisions

ᵥ Variance between individual customers and standard sizing identified

ᵥ Fitting rooms operated and maintained in accordance with store security, merchandising and customer service policies.

SS.1.4   **Advise On and Arrange Clothing Alterations Service**

ᵥ Techniques for altering products applied according to store policy and procedures

ᵥ Customers advised regarding clothing alterations process, according to store policy

ᵥ Price and timeline for alterations identified and quoted to customer where applicable

ᵥ Customer details identified and accurately transcribed to alterations form, according to store policy and legal requirements

ᵥ Details of alterations recorded according to store procedures.

ᵥ Customer notified without undue delay on arrival/completion of service

RANGE OF VARIABLES

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.

ᵥ Store policy and procedures in regard to selling clothing products and alteration services

ᵥ Size, type and location of store.

ᵥ Store merchandise range may include:
   - ladies/men's/children's clothing and accessories
   - casual/professional/day/evening wear
   - mix and match range

ᵥ Store service range

ᵥ Fabrics used in clothing manufacture may include:
   - natural fibres
   - synthetic fibres
   - mixed fibres
   - knits/woven

ᵥ Fabrics may include the following properties:
   - anti static
   - crease resistant
   - preshrunk
   - stain resistant
   - water resistant/water proof
   - flame resistant/flame retardant

ᵥ Fabrics may be mixed and coordinated according to:
   - colours/patterns/textures
   - fabric type/finishing treatments
   - current fashion/trends

ᵥ Customer requirements and considerations of clothing may include:
   - casual/professional/day/evening
   - colour preferences/style
   - durability/function/usage
   - cost
   - lifestyle
   - mix and match wardrobe/existing wardrobe

ᵥ Customer wardrobing may focus on:
   - colour
   - product
   - style/look
   - theme
   - culture/ethnicity

v Knowledge of clothing design elements may include:
 - line
 - direction of line
 - focal points
 - balance
 - camouflage of figure faults

v Store procedures with regard to garment alterations

v Pinning and alterations to products may include:
 - trousers/ skirts/ dresses/ suits
 - sleeves/ shoulders/ waist/ hems

v Customers with routine or special requests

v Customers with special needs

v Regular and new customers

v Customers may include people from a range of social, cultural or ethic backgrounds and physical and mental abilities

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.

This unit builds on the knowledge and skills gained in Units WRRS.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit.

ν continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ν consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ν advising customers and informing sales team members of wardrobe essentials and planning, including design elements, customer body shape and the concept of "mix and match"

ν using measuring tools correctly and accurately

ν applying knowledge of Australian Standard clothing sizes/variations

ν advising on, preparing and arranging clothing product alterations and service in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ν Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- store alteration services and processes
- operation and maintenance/security of store fitting rooms

ν Knowledge and understanding of:

- store clothing product range, including types, properties, benefits and care of fabrics used
- clothing design principles and their application to store product range
- fashion/wardrobing principles relating to store product range
- Australian Standard clothing sizes and their international variations
- common body shapes and complementary clothing styles

ν Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- using measuring tools and methods for measuring/fitting clothes, including pinning

- solving problems

ᵛ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in the following areas:

- estimation of size and body type/variation

- measuring accurately

- relation of Australian Standard clothing sizes and US/UK and European variations

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

In the activity for WRRSS.1A Recommend and Fit Clothing and Accessories the candidate will provide evidence of product knowledge over a broad range of current store clothing products and demonstrate competency in recommending, measuring and fitting store clothing products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.1A Recommend and Fit Clothing and Accessories is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

v apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.1A Recommend and Fit Clothing and Accessories, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ access to an appropriate range of clothing products

ᵥ access to a range of customers with different requirements

ᵥ measuring/fitting tools and techniques

ᵥ qualified workplace assessor

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRSS.2A   Recommend and Fit Footwear Products and Services

This unit builds on unit WRRS.2A Advise on Products and Services. It includes measuring for and fitting shoes, providing advice to customers and other sales staff on shoe style, colour, construction and materials, advising on product repairs and recommending complementary products.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.2.1 Research Store Footwear Range	ᵛ Knowledge of store footwear products range developed by accessing store product manuals, suppliers promotional leaflets, product representatives and customer feedback. ᵛ Store footwear product range identified according to brand options, brand sizing, style, price and lifestyle. ᵛ Knowledge of foot classifications and the effects on shoe fitting accurately demonstrated ᵛ Knowledge of correlations between Australian, UK, US and European footwear sizing clearly demonstrated. ᵛ Knowledge of correct measuring procedures accurately demonstrated, including where and how to measure.
SS.2.2 Recommend Footwear Products	ᵛ Product knowledge applied to provide advice to customers and other staff on styles and features of shoes including: - construction of uppers and soles - leather finishes and textures - properties of various grades and types of leather - types and properties of varying sole constructions - types and properties of varying materials used to construct uppers. ᵛ Benefits of materials used in construction of footwear clearly conveyed to customers. ᵛ Recommendations made commensurate with customer requirements, foot size, shape and classification. ᵛ Footwear care specifications conveyed accurately to customers and appropriate cleaning/ maintenance products recommended ᵛ Opportunities to recommend complementary products recognised and applied

SS.2.3 **Measure and Fit Footwear Products**

ᵛ Measuring tools applied to facilitate accurate estimation of foot size.

ᵛ Footwear sizing correlations clearly conveyed to customers and other staff as required.

ᵛ Shoes fitted to accommodate minor foot ailments such as bunions, corns and hang toes.

ᵛ Shoes "in action" examined to identify fitting problems.

SS.2.4 **Advise on and Arrange Product Services and Repairs**

ᵛ Repair process identified and accurately described to customer as required, according to store policy

ᵛ Price and timelines for basic service/repairs identified and quoted to customer where applicable.

ᵛ Customer details identified and accurately transcribed to repair form, according to store policy and legal requirements

ᵛ Item for repair labelled and securely stored according to store policy.

ᵛ Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

ν   Store policies and procedures with regard to selling footwear

ν   Relevant legislation and statutory requirements

ν   Store merchandise range may include:
  - Ladies/men's/children's shoes
  - Sports shoes
  - Ladies bags and purses
  - Men's bags and wallets
  - Shoe polishes and accessories

ν   Store service range

ν   Shoe construction may include:
  - Leathers
  - Vinyls
  - Rubbers
  - Resins
  - Synthetics

ν   Leather finishes for shoes may include:
  - Suede
  - Greasy
  - Nuback
  - Roebuck
  - High Shine
  - Patent
  - Oily

ν   Types of sole construction available for shoes may include:
  - Cleated
  - Extended edge
  - Air sole
  - Replaceable
  - Oil/slip resistant

ν   Foot classifications may include:
  - High/low arch
  - Long/short arch
  - Flat foot
  - Rigid foot
  - 'Stretchy foot'
  - Overpronate/ pronate/ supapronate

ν   Customers special requests may be related to fashion, preference, health factors and/or sporting requirements.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

ᵛ   continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ᵛ   consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵛ   advising customers and informing sales team members of footwear products, including shoe style, colour, construction and materials and recommending complementary products

ᵛ   applying knowledge of foot classifications, ailments and measurement procedures and tools correctly and accurately and applying knowledge of Australian shoe sizes and international variations

ᵛ   advising on, preparing and arranging footwear repairs in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵛ   Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- store repair services and processes

ᵛ   Knowledge and understanding of:

- store footwear product range, including shoe construction, materials and finishes, shoe types and styles
- foot classifications and their relation to shoe product advice
- footwear care specifications and properties of grades and types of leather
- store range of complementary products for footwear
- Australian shoe sizing standards and their international variations
- foot characteristics, common minor foot ailments and their effect on footwear
- observation skills regarding "shoes in action"
- methods and tools for measuring feet
- common footwear problems that may require service or repair.

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with other and in teams

- handling customers with special needs, including difficult or abusive customers

- methods for measuring feet, fitting shoes and using measuring tools

- solving problems

ᵥ Literacy skills in the following areas:

- collecting and analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵥ Numeracy skills in the following areas:

- measuring accurately

- relation of Australian footwear sizes and US/UK and European variations

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.2A Recommend and Fit Footwear Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store footwear and complementary products and demonstrate competency in recommending, advising on, measuring and fitting store footwear products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.2A Recommend and Fit Footwear Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.2A Recommend and Fit Footwear Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation

ᵥ access to an appropriate range of footwear and complementary products

ᵥ access to a range of customers with different requirements

ᵥ measuring/fitting tools and techniques

ᵥ qualified workplace assessor

WRRSS.3A   Recommend Jewellery Products and Services

This unit builds on WRRS.2A Advise on Products and Services. It involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on jewellery products and repairs including watches, semi precious/precious metals, gemstones, jewels whilst protecting the security of store stock and customers personal jewellery.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.3.1 Research Store Product Range	ᵥ Product knowledge developed by accessing store or suppliers product manuals, product leaflets, sales representatives, technical/design staff and customer feedback.
	ᵥ Product correctly identified according to type, manufacturing process, base product/materials and price range.
	ᵥ Gemstones/jewels correctly identified according to name of stone, quality, faceting, origin, storage and care requirements.
	ᵥ Metals correctly identified according to type, metal content, metal carat content and stamping.
	ᵥ Watches correctly identified according to type, suppliers, brand, features, quality, storage and care requirements and warranty.
SS.3.2 Recommend Specialised Jewellery Products	ᵥ Customers lifestyle/needs identified
	ᵥ Detailed specialised product knowledge applied to provide accurate advice to customers on suitability, base product materials, wearing capacity, storage and care requirements and price range.
	ᵥ Features and benefits of jewellery products demonstrated to customers to create a buying environment.
	ᵥ Accurate statement of product supplied to customer according to legal requirements and the Jewellery and Timepieces Industry Code.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.3.3 **Advise on Jewellery Product Warranties**

ᵥ Comparisons between product/ manufacturers warranty terms clearly explained to customer.

ᵥ Individual product warranty terms and conditions accurately confirmed by consulting store information, product manuals, designated staff members, or by contacting suppliers direct and accurately conveyed to customers.

ᵥ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.3.4 **Protect Stock**

ᵥ Stock regularly cleaned and polished according to manufacturers care instructions and store procedures.

ᵥ Stock handled with care to prevent damage or breakage according to store procedures.

ᵥ Stock replaced in designated location immediately showing completed.

ᵥ Display units kept locked at all times.

ᵥ Fine jewellery shown one item at time, and immediately replaced in designated location according to store procedures.

ᵥ Vigilance in regard to observation/watching of stock maintained according to store procedures.

ᵥ Procedures for transfer of stock between safe and display units observed according to store security procedures.

ᵥ Confidentiality of store security procedures maintained at all times.

ᵥ Premises opened/closed and alarms set/de-armed in accordance with store security procedures.

ᵥ Security of keys, safe combinations and codes maintained according to store security procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.3.5   **Advise on and Arrange Product Services and Repairs**

- ᵛ Service/repair process identified and accurately described to customer
- ᵛ Price and timelines for basic service/repairs identified and quoted to customer where applicable.
- ᵛ Customer requirements in regard to remake/ redesign of jewellery identified, and alternatives evaluated and conveyed to customer according to store policy.
- ᵛ Customer details identified and accurately transcribed to repair form, according to store policy and legal requirements.
- ᵛ Item for repair identified and accurately described, including agreed value, according to store policy and legal requirements.
- ᵛ Item for repair labelled and securely stored according to store policy.
- ᵛ Watch, battery or band replacement performed as required without damage to product and according to store policy.
- ᵛ Jewellery removal performed as required according to store policy and legal requirements.
- ᵛ Ear piercing performed as required according to store policy and legislative requirements.

RANGE OF VARIABLES

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.

ᵥ Store policy and procedures in regard to selling jewellery products and services and security of stock.

ᵥ Size, type and location of store.

ᵥ Store merchandise range which may include:
   - jewellery
   - watches
   - silver plate
   - fine porcelain
   - gift ware

ᵥ Jewellery may include:
   - rings, necklaces, bracelets, chains, broaches

ᵥ Gemstones may include:
   - precious or semi-precious, natural, organic or synthetics
   - diamond

ᵥ Watches may include:
   - analogue, digital, battery operated, manual, automatic, wind up, water resistant.

ᵥ Store service range may include:
   - jewellery repairs and cleaning
   - jewellery resizing
   - jewellery removal
   - ear piercing
   - watch cleaning and repairs
   - performed on or off the premises

ᵥ Specialist product knowledge may include:
   - manufacturing process
   - composition of base products/ materials
   - quality
   - design features
   - wearing capacity
   - care and storage requirements
   - complementary or add on products
   - water resistance of various watches including differences between Japanese and Swiss standards

RANGE OF VARIABLES

ν   Manufacturing process may include:
   - hand made
   - machine made
   - cast
   - soldering process
   - setting
   - metal carat content (stamping)

ν   Customers with routine or special requests

ν   Regular and new customers

ν   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

ᵥ continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ᵥ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ advising customers and informing sales team members of store product range, including the names and appearance of jewels and gemstones, precious and non precious metals and a range of watches

ᵥ applying store security procedures with regard to the handling and protection of stock

ᵥ advising on, arranging for and performing store jewellery services, internal and external, including repairs, in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- store product handling, display and security, including showing stock, locking counters and windows, storage
- store jewellery/watch repair services
- ear piercing processes, if applicable.

ᵥ Knowledge and understanding of:

- store jewellery product range, including
  − basic recognition of jewels and gemstones, their names, quality, storage and care requirements
  − identification of common metals used in jewellery and their names, type, metal carat content and stamping
  − comparisons between watch styles and brands including their compliance/non-compliance with regard to water resistance standard
- product/manufacturer's warranty terms and conditions

ᵥ   Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice, including Jewellery and Timepieces Industry Code

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation.

ᵥ   Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- methods for performing jewellery/watch/watch band repairs

- anatomy of the ear and techniques for ear piercing, in accordance with store policy and legal requirements, if applicable

ᵥ   Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵥ   Numeracy skills in:

- calculating and quoting repair/service prices

- understanding and applying gemstone quality/value

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.3A Recommend Jewellery Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store jewellery products and services, including technical information on gemstones, jewels, metals and watches and demonstrate competency in recommending and advising customers in a variety of sales situations on jewellery, gemstones and watch products and services, in performing store services and in applying store security procedures to protect stock.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.3A Recommend Jewellery Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.3A Recommend Jewellery Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:
- a retail environment
- relevant sources of product information
- relevant documentation, such as:

  - store policy and procedures manuals

  - industry codes of practice and relevant legislation

  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation
- access to an appropriate range of jewellery products
- access to a range of customers with different requirements
- jewellery/watch repair tools and techniques
- access to appropriate equipment to perform other services, such as ear piercing, according to store policy and procedures
- qualified workplace assessor

WRRSS.15A Recommend Hair/Beauty/Cosmetic Products

This unit builds on unit WRRS.2. Advise on Products and Services. It involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on Hair, Beauty and Cosmetic products. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.15.1 **Research Store Product Range**	▪ Product knowledge developed by accessing store or supplier's product leaflets/manuals, fashion magazines, manufacturer's representatives and customer feedback. ▪ Store product range identified according to brand options, and customer's lifestyle and requirements. ▪ Product knowledge developed, maintained and conveyed to other staff members as required. ▪ Comparisons between products and services researched and accurately applied including, brand options, application procedures/techniques, benefits and effects of various products, customer personal requirements, guarantees, price, ingredients.
SS.15.2 **Identify Hair/Beauty/Cosmetic Products**	▪ Store product and service range correctly identified. ▪ Customer needs correctly identified in terms of: - individual characteristics - customer's personal preferences - personal requirements, including allergic reactions - use or occasion - price range.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.15.3 **Recommend Hair/Beauty/Cosmetic Products**	- Products accurately evaluated according to type, customer's life style needs, product characteristics and price range. - Features and benefits of products demonstrated to customer to create a buying environment. - Detailed specialised knowledge of product applied to provide accurate advice to customers regarding product performance according to manufacturers information and legislative requirements. - Products fully explained and clearly demonstrated and/or applied according to store policies and procedures and health and safety legislation. - Opportunities promptly taken to advise/ demonstrate to customers who are unfamiliar with aspects of product use. - Customer followed up where required according to store policy.

RANGE OF VARIABLES

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:

ν Store policy and procedures in regard to selling Hair/Beauty/Cosmetic products.

ν Legal requirements including; Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation.

ν Size, type and location of store.

ν Type of store may include: Pharmacy, Department store, Hairdressing or Beauty salon.

ν Store merchandise range may include:

-	Hair products including	hair colours, shampoos, conditioners, styling aids, mousses, gels, hairsprays, hair ornaments, brushes, combs, blow dryers
-	Beauty products including	skin care products for face and body, cleansers, masks, toning lotions, moisturizers, home care skin treatments, brushes, sponges, home care remedial products, sunscreen and tanning products, nail, hand and foot care products, buffer/files, cuticle oil, polish, polish remover, hand/cuticle cream, nail hardeners, nail jewelry, foot spas
-	Cosmetic products including	face and body make-up, pre make-up products and stabilizers, concealers, foundation (liquid, solid), camouflage products, powders, eyeshadows, eyeliners, blushes, mascara, lipsticks, pencils, brushes, sponges, applicators, pallets, lash curlers, artificial lashes, tweezers, magnifying mirrors, containers/trays, make-up boxes, pencil sharpeners, nail base coats, varnish, top coat, thinner, dryer.

ν Store service range may include:

- product advice for home care treatments

- hair, skin and nail care advice

- colour co ordination for hair and make-up products
- advice on current fashion/trends, basic design elements.

ν Customer requirements may include:
- occasion eg casual/professional/day/evening
- colour preferences/style
- durability/function/usage
- cost
- lifestyle
- physical characteristics which may include allergic reactions, and/or a need or desire to use natural products.

v Customer requirements may focus on:
- colour
- product
- style/look/ fashion trends/theme
- culture/ethnicity.

v Knowledge of basic design elements may include:
- line, direction, focal points, balance
- camouflage of skin or hair faults.

v Customer follow up may include contact by store representative or may involve return appointments for the customer.

v Product demonstration may involve use of product testers.

v Customers with routine or special requests.

v Customers with special needs.

v Regular and new customers.

v Customers may include people from a range of social, cultural or ethic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1 Sell Products and Services and WRRS.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit.

v continually updating and applying product knowledge to provide comprehensive advice to customers and staff.

v consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

v consistently advising customers and informing sales team members of skin and hair care essentials.

v consistently and accurately advising customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour co-ordination for hair and make-up products and advice on current fashion/trends and design elements.

v consistently advising on product performance and features and benefits of products according to store policy and procedures.

Underpinning Knowledge and Skills

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

- ν Knowledge and understanding of store policies and procedures in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - customer complaints
  - store services and procedures.
- ν Knowledge, skills application and understanding of:
  - store product range, including product types, properties, features, benefits and ingredients
  - design principles, common face and body shapes and their application to store product range
  - fashion trends relating to store product range
  - store range of complementary products
  - application methods where applicable, for store product range.
- ν Knowledge, understanding and application of relevant:
  - legislation and statutory requirements, including consumer law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - ˜ - Manual Handling
    - ˜ - Workers Compensation.
- ν Knowledge of principles, techniques and skills in:
  - communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - solving problems.
- ν Literacy skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to product knowledge.

EVIDENCE GUIDE (CONTINUED)

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

In the activity for WRRSS.15 Recommend Hair/Beauty/Cosmetic Products the candidate will provide evidence of product knowledge over a broad range of current store products and demonstrate competency in recommending products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.15 Recommend Hair/Beauty/Cosmetic Products is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Co-ordinating in a Retail Environment.*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.15 Recommend Hair/Beauty/Cosmetic Products, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ   a retail environment

ᵥ   relevant sources of product information

ᵥ   relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  ˜   - Manual Handling
  ˜   - Workers Compensation

ᵥ   access to an appropriate range of hair/beauty/cosmetic products

ᵥ   access to a range of customers with different requirements

ᵥ   qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

National Wholesale Retail and Personal Services Industry Training Council LTD

S u i t e 2 E
9 B u r w o o d R o a d
Burwood NSW 2134

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Home Products

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRSS.4A
Recommend Electrical Products and Services

SS 4.1 Research Store Product Range
SS 4.2 Recommend Electrical Products
SS 4.3 Advise on Electrical Product Warranties
SS 4.4 Negotiate Price and Payment Options
SS 4.5 Advise on and Arrange Product Service and Repairs

Unit WRRSS.5A
Recommend Furniture Products

SS 5.1 Research Store Furniture Product Range
SS 5.2 Recommend Furniture Products
SS 5.3 Advise on Furniture Product Warranties
SS 5.4 Negotiate Price and Payment Options
SS 5.5 Advise on and Arrange Product Services

Unit WRRSS.6A
Recommend Floor Covering Products and Services

SS 6.1 Research Store Product Range
SS 6.2 Recommend Floor Covering Products and Services
SS 6.3 Estimate Floor Covering Quantities
SS 6.4 Advise on Floor Covering Product Warranties
SS 6.5 Negotiate Price and Payment Options
SS 6.6 Advise on and Arrange Floor Covering Laying Service

Unit WRRSS.7A
Recommend Hardware Products and Services

SS 7.1 Research Store Product Range
SS 7.2 Recommend Hardware Products, Machinery and Equipment
SS 7.3 Estimate Hardware Quantities
SS 7.4 Advise on Hardware Product Warranties
SS 7.5 Negotiate Price and Payment Options
SS 7.6 Advise on and Arrange Hardware Services and Repairs

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRSS.17A
Recommend Toddler/Baby Products

SS 17.1   Research Store Product Range
SS 17.2   Recommend Products
SS 17.3   Advise on Manufacturers' Warranties
SS 17.4   Advise on and Product Service and Repairs

Unit WRRSS.18A
Recommend Soft Furnishings/Fabrics/Manchester/ Haberdashery Products and Services

SS 18.1   Research Store Product Range
SS 18.2   Recommend Soft Furnishings/ Manchester/ Haberdashery Products and Services
SS 18.3   Estimate Quantities and Order Product
SS 18.4   Advise on Product Warranties
SS 18.5   Calculate Price and Payment Options

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	HOME PRODUCTS UNIT TITLES
WRRSS.4	A	Recommend Electrical Products and Services
WRRSS.5	A	Recommend Furniture Products
WRRSS.6	A	Recommend Floor Covering Products and Services
WRRSS.7	A	Recommend Hardware Products and Services
WRRSS.17	A	Recommend Toddler/Baby Products
WRRSS.18	A	Recommend Soft Furnishings/ Manchester/ Haberdashery Products and Services

Recommend Electrical Products and Services

WRRSS.4A

This unit builds on unit WRRS.2A Advise on Products and Services. It involves the application of knowledge of the store electrical products range to provide accurate advice to customers and other sales staff on quality, design features, technical information, product warranties, stock availability and price.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.4.1 Research Store Product Range	ᵛ Product knowledge developed by accessing suppliers product leaflets, store product manuals, energy ratings information, warranties information and customer feedback.
	ᵛ Products correctly identified according to type, function, brand options, warranties, quality, design features, manufacturing process, country of manufacture, energy efficiency, environmental considerations and price range.
	ᵛ Knowledge and application of manufacturers technical information and specifications of product range developed.
	ᵛ Operation of store products accurately demonstrated according to store policy.
SS.4.2 Recommend Electrical Products	ᵛ Customers needs identified in terms of usage requirements, life style and price range.
	ᵛ Technical features and benefits from manufacturers specifications accurately conveyed to customers to assist buying decisions.
	ᵛ Operation of electrical products demonstrated or explained to customers in a systematic manner as required to create a buying environment.
SS.4.3 Advise on Electrical Product Warranties	ᵛ Comparisons between product/manufacturers warranty terms clearly explained to customer.
	ᵛ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct, and accurately conveyed to customers.
	ᵛ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.4.4 **Negotiate Price and Payment Options**

ᵥ Store recommended retail pricing for various brand options accurately conveyed to customers.

ᵥ Individual product prices negotiated where necessary according to store policy to achieve sales

ᵥ Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.4.5 **Advise on and Arrange Product Service and Repairs**

ᵥ Customer questioned to determine nature of problem.

ᵥ Problem diagnosed in terms of operator/equipment faults by accessing manufacturers information.

ᵥ Solutions offered according to nature of problem, available product information and store policy.

ᵥ Service/repair process identified and accurately described to customer, as required, according to store policy.

ᵥ Price and timelines for basic service/repairs identified and quoted to customer where applicable.

ᵥ Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements.

ᵥ Item for repair labelled and securely stored according to store policy.

ᵥ Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

ᵥ Store policy and procedures with regard to selling electrical products and services

ᵥ Size, type and location of store

ᵥ Store merchandise range may include:

- Whitegoods
    - refrigerators/ freezers
    - washers
    - dryers
    - dishwashers
    - ovens/ ranges/ cooktops/ rangehoods/ microwave ovens

- Browngoods - Audio Visual
    - televisions
    - video recorders
    - video cameras
    - audio systems/ audio components/ portable audio equipment/ car audio equipment
    - browngoods accessories, such as video/audio tapes/CD's and blank video/audio tapes.

- Appliances
    - vacuum cleaners/ floorcare appliances
    - toasters/ toaster ovens
    - sandwich/ waffle/ crepe makers
    - electric BBQ/ griddles/ grills
    - electric frypans/ skillets/ deep fryers/ woks/ slow cookers/ steamers/ rice cookers/ grillers
    - electric jugs/ kettles/ coffee makers/ beverage makers
    - food processors/ mixers/ blenders/ choppers
    - electric knives/ can openers/ juicers
    - irons and accessories
    - hairdryers/ electric massagers/ shavers/ hair removers
    - batteries/ battery rechargers
    - extensions leads/ powerboards
    - lights/ lamps/ replacement globes
    - clocks
    - fans/ heaters
    - security products

- Small Office/ Home Office
    - computers and accessories/ computer software
    - facsimiles
    - calculators
    - photocopiers
    - typewriters
    - home office accessories

ᵥ Customers with routine or special requests

ᵥ Regular and new customers

ᵥ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ   continually updating and applying product knowledge, including technical information and product operation, to provide comprehensive advice to customers and staff

ᵥ   understanding and applying available product information when providing advice to customers

ᵥ   consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ   advising customers and informing sales team members of store electrical products and services, including whitegoods, browngoods - audio visual, appliances and small office/home office products

ᵥ   advising customers and sales team on store product range warranties and store pricing and payment options

ᵥ   advising on, preparing and arranging electrical product service and repairs in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵥ   Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- store pricing and payment and warranty terms and conditions
- store product service and repair policies and procedures

ᵥ   Knowledge and understanding of:

- store electrical product range, including whitegoods, browngoods - audio visual, appliances and small office/home office products
- design and technical information/features and function/operation of store product range
- quality, energy efficiency and environmental considerations

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  – Manual Handling Regulations
  – Plant and Equipment
  – Dangerous Goods
  – Workers Compensation

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- methods for demonstrating product features/operation according to store

- negotiating

- solving problems

- using and applying technology required to demonstrate operation of store product range.

ᵥ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵥ Numeracy skills in advising/negotiating price and payment options

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.4A Recommend Electrical Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store electrical products and demonstrate competency, recommending, advising on and demonstrating store electrical products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.4A Recommend Electrical Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.4A Recommend Electrical Products and Services which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Dangerous Goods
  - Workers Compensation

ᵥ access to an appropriate range of electrical products

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.5A   Recommend Furniture Products

This unit builds on unit WRRS.2A. Advise on Products and Services. It involves the application of knowledge of the store furniture product range to provide advice to customers and other sales staff with regard to design features, fabrics and other materials, product warranties, stock availability and price.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.5.1 **Research Store Furniture Product Range**	ᵛ Product knowledge developed by accessing manufacturers brochures, company sales leaflets, catalogues, fabric samples, manufacturers representatives, trade shows and customer feedback.
	ᵛ Store furniture range identified according to: - brand options - product options - product features - quality - price - design features/ergonomics - style/aesthetics/current fashion trends - adaptability - manufacturing materials - construction methods - framing and suspension methods - country of manufacture - performance efficiency - safety features - care and maintenance requirements
SS.5.2 **Recommend Furniture Products**	ᵛ Furniture products correctly identified according to customers needs and lifestyle to assist buying decisions.
	ᵛ Features and benefits of products demonstrated to customers to create a buying environment.
	ᵛ Upholstery fabric options demonstrated to customers and quantities estimated according to manufacturers specifications
	ᵛ Furniture care specifications checked on manufacturers labels and conveyed to customers.
	ᵛ Customers advised on availability of goods for supply according to stocks held and manufacturers/suppliers advice.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.5.3 **Advise on Furniture Product Warranties**

ᵥ Comparisons between product/manufacturers warranty terms clearly explained to customer.

ᵥ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customer.

ᵥ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.5.4 **Negotiate Price and Payment Options**

ᵥ Store recommended retail pricing for various brand options accurately conveyed to customers.

ᵥ Individual product prices negotiated where necessary according to store policy to achieve sales.

ᵥ Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.5.5 **Advise on and Arrange Product Services**

ᵥ Product services such as upholstery and finishing organised in line with customers requirements

ᵥ Delivery organised in line with availability and customer requirements

RANGE OF VARIABLES

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.

ν   Store policy and procedures with regard to selling furniture products and services.

ν   Size, type and location of store.

ν   Store merchandise range may include:
- upholstered/not upholstered items
- natural/synthetic materials
- traditional/reproduction/modern/contemporary styles
- oil/wax polish/French polish/lacquered finishes

ν   Manufacturers information may include advice on:

- Construction Methods
    - construction joints
    - adhesives
    - hardware and fasteners
    - modular furniture

- Framing and Suspension Methods
    - timber frames/non timber frames e.g. plastic, metal
    - springs/webbing
    - foam/injection moulding/rigid/expanded/plastic foam/polystyrene

ν   Upholstery advice may include:
- upholstery filling/padding
- coverings e.g. loose, fitted, zip off, pullover

ν   Fabric types may include:
- natural yarns e.g. cotton, wool, flax, silk
- leather e.g. cowhide, morocco
- synthetic yarns
- blends

ν   Construction and manufacturing process of beds, mattresses and bases may include sizes, springing, comfort, foam and latex mattresses, filling materials and ticking, water and sofa beds, slat or innerspring bases.

ν   Care and maintenance requirements may include:

- Cabinet Furniture
    - cleaning
    - maintenance of surface finishes and treatments
    - timber furniture pest control

- Upholstery and Fabrics
    - cleaning techniques
    - stain protection

ν   Customers with routine or special requests

ν   Customers with special needs

ν   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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.

This unit builds on the knowledge and skills gained in *Units WRRS.1A Sell Products and Services* and *WRRS.2A Advise on Products and Services* and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

ᵥ continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ᵥ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ advising customers and informing sales team members of furniture products, including design features, manufacturing processes, fabrics, finishes and materials

ᵥ advising on stock availability, warranties and price/payment options

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- store product services and processes

ᵥ Knowledge and understanding of:

- manufacturer's information, including construction, framing and suspension methods, upholstery and fabric types
- ergonomics
- special features of beds, mattresses and bases
- care and maintenance of store product range
- store product range availability, price and payment options and warranty information

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  – Manual Handling Regulations
  – Plant and Equipment
  – Dangerous Goods
  – Workers Compensation

ᵛ   Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- methods for negotiating and administering product availability, price, payment and service options

ᵛ   Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ   Numeracy skills involved in advising/negotiating price and payment options.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵛ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.5A Recommend Furniture Products should require the candidate to provide evidence of product knowledge over a broad range of current store furniture products and demonstrate competency in advising customers and negotiating price/payment options on store furniture products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.5A Recommend Furniture Products is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

v   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.5A Recommend Furniture Products, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

v   a retail environment

v   relevant sources of product information

v   relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    − Manual Handling
    − Plant and Equipment
    − Dangerous Goods
    − Workers Compensation

v   access to an appropriate range of furniture products

v   access to a range of customers with different requirements (real or simulated)

v   qualified workplace assessor

WRRSS.6A Recommend Floor Covering Products and Services

This unit builds on unit WRRS.2A Advise on Products and Services. It involves the application of knowledge of the store floor covering products range to provide accurate advice to customers and other sales staff with regard to quality, design features, technical data, product warranties, quantities required, stock availability, floor laying services and price.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.6.1 Research Store Product Range	ᵥ Product knowledge developed by accessing manufacturers or store product manuals/catalogues, brochures, product samples, sales representatives, trade fairs and customer feedback.
	ᵥ Floor covering products correctly identified according to: - flooring types - manufacturing methods - materials/ fibre types; - quality - design features - style - available colour range - country of manufacture - safety features including flammability - adaptability - durability - care and maintenance requirements - price range
	ᵥ Knowledge of Australian Carpet Classification Scheme demonstrated
SS.6.2 Recommend Floor Covering Products and Services	ᵥ Customers lifestyle, needs, existing floor surfaces and traffic intensity accurately identified and evaluated to provide advice on product suitability to assist buying decisions
	ᵥ Accurate advice provided on design features, product performance, product options and availability to meet customers requirements and create a buying environment
	ᵥ Suitability of base surface and preparation requirements for selected product determined as per manufacturers specifications and conveyed to customer

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.6.2   **Recommend Floor Covering Products and Services (Continued)**

- ᵛ Potential problem areas identified and appropriate solutions suggested to customers in line with manufacturers product installation specifications and store policy.
- ᵛ Customers provided with advice on specific care and maintenance of new floor surfaces

SS.6.3   **Estimate Floor Covering Quantities**

- ᵛ Quantities of floor covering required accurately estimated from measurements taken from floor plan provided
- ᵛ Floor surface accurately measured according to product requirements and store procedures
- ᵛ Customer provided with accurate quotation for quantities estimated

SS.6.4   **Advise on Floor Covering Product Warranties**

- ᵛ Comparisons between product/ manufacturers warranty terms clearly explained to customer.
- ᵛ Individual product warranty terms and conditions confirmed by consulting store/ manufacturers product manuals or brochures and accurately conveyed to customers.
- ᵛ Customers provided with a written information regarding manufacturers terms and warranty for product/s purchased according to store policies and procedures.

SS.6.5   **Negotiate Price and Payment Options**

- ᵛ Store recommended retail pricing for various brand options accurately conveyed to customers.
- ᵛ Individual product prices negotiated where necessary according to store policy to achieve sales.
- ᵛ Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.6.6   **Advise On and Arrange Floor Covering Laying Service**

- ᵛ Supply and laying organised in line with availability and customer requirements.
- ᵛ Follow up action taken as necessary to ensure customer satisfaction.

RANGE OF VARIABLES

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.

ᵥ   Store policies and procedures with regard to selling floor covering products and services

ᵥ   Size, type and location of store

ᵥ   Store floor covering range may include but is not restricted to:
   - domestic/commercial floor coverings
   - carpet
   - vinyl
   - ceramics
   - cork
   - parquetry
   - laminated timber flooring
   - sisal/coir/seagrass

ᵥ   Carpet performance features may include:
   - durability, resilience, flattening, tracking, retention of appearance, abrasion resistance, stain/dirt resistance, degree of static electricity
   - colour fastness
   - flammability

ᵥ   Carpet construction and materials may include:
   - tufted, Wilton, Axminster, bonded
   - woven/non woven or natural/synthetic backing materials
   - synthetic/natural fibre/pile composition

ᵥ   Carpet features and benefits may include:
   - design aspects of colour, texture, feel
   - cleaning and maintenance requirements

ᵥ   Hard flooring product performance features may include:
   - durability, appearance retention, stain/dirt resistance, abrasion resistance, construction, fibre
   - cleaning and maintenance requirements

ᵥ   Underlay product knowledge may include:
   - type/construction
   - thickness/weight
   - suitability for soft/hard floor coverings
   - acoustic/thermal insulation properties of underlay materials
   - products/strategies used to compensate for base floor irregularities

ᵥ   Surface treatments may include:
   - oil finishes
   - chemical/synthetic coatings

ᵥ   Customers with routine or special requests

ᵥ   Regular and new customers

ᵥ   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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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.

This unit builds on the knowledge and skills gained in Units *WRR*S.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵛ continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ᵛ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵛ advising customers and informing sales team members of store range of floor covering products, their features and benefits, including the Australian Carpet Classification Scheme (ACCS) where applicable

ᵛ accurately calculating/estimating required quantities of floor covering materials against a floor plan

ᵛ successfully negotiating and administering price and payment options with customers as part of store policy

ᵛ successfully negotiating and arranging supply and laying of floor coverings

Underpinning Knowledge and Skills

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

ᵛ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- quotations, price negotiations and payment options

ᵛ Knowledge and understanding of:

- store floor covering product range, including carpet, vinyl, cork, timber/parquetry, ceramic and sisal/coir products
- the ACCS
- floor covering characteristics and their application to store product range
- surface treatments, including oil finishes, chemical/synthetic coatings
- methods of measuring and estimating floor covering product requirements
- requirements and methods of supplying and laying floor coverings
- pattern matching
- colour co-ordination

ᵛ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law and the requirements for the provision of quotations

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    − Manual Handling
    − Plant and Equipment
    − Hazardous Substances
    − Dangerous Goods
    − Workers Compensation

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- negotiating

- solving problems

ᵛ Literacy skills in the following areas:

- researching, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in the following areas:

- techniques/procedures for measuring floor surface areas

- estimating from architects or builders plans

- drawing floor covering laying plans, including scaling techniques

- advising/negotiating price and payment options.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵛ   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵛ   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.6A Recommend Floor Covering Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store floor covering products and services and demonstrate competency in advising customers on store floor covering products and services in a variety of sales situations, including the accurate estimation of floor covering quantities.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.5A Recommend Floor Covering Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.5A Recommend Floor Covering Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation

ᵥ access to an appropriate range of floor covering products

ᵥ access to a range of customers with different requirements

ᵥ tools and equipment for measuring floor coverings

ᵥ qualified workplace assessor

WRRSS.7A Recommend Hardware Products and Services

This unit builds on unit WRRS.2A. Advise on Products and Services. It involves the application of hardware product knowledge to provide advice to customers and other sales staff with regard to design, technical features and uses of products, small machinery and equipment, home handyman advice, complementary products, prices and warranties.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.7.1 **Research Store Product Range**	ᵥ Product knowledge developed by accessing suppliers product leaflets, store or trade product manuals, manufacturers brochures and specifications, catalogues, trade shows, personal use and customer feedback
	ᵥ Products correctly identified according to: - brand option - materials/ingredients - design features - quality - price - accessories - workmanship - component parts - safety features/toxicity - manufacturing process - country of manufacture - energy efficiency - environmental considerations.
	ᵥ Operation of store products, machinery and equipment safely and accurately demonstrated according to store policy
	ᵥ Knowledge of measurement systems used in hardware product range accurately demonstrated
SS.7.2 **Recommend Hardware Products, Machinery and Equipment**	ᵥ Customers needs identified in terms of usage requirements, existing skills and knowledge, experience, professional/ hobby needs and price range
	ᵥ Detailed manufacturers product specifications including safety procedures for storage and operation provided when applicable, and explained to customers to assist buying decisions
	ᵥ Features and benefits of products demonstrated to customers to create a buying environment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.7.3 Estimate Hardware Quantities

- ᵛ Quantities of hardware products required accurately estimated from measurements/information provided by customer according to product requirements and store procedures
- ᵛ Measuring tools accurately applied using imperial or metric measures relevant to specific products
- ᵛ Customer provided with accurate quotation for quantities estimated

SS.7.4 Advise on Hardware Product Warranties

- ᵛ Comparisons between product/ manufacturers warranty terms clearly explained to customer.
- ᵛ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customer
- ᵛ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.7.5 Negotiate Price and Payment Options

- ᵛ Store recommended retail pricing for various brand options accurately conveyed to customers.
- ᵛ Individual product prices negotiated where necessary according to store policy to achieve sales.
- ᵛ Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.7.6 Advise On and Arrange Product Services and Repairs

- ᵛ Customer questioned to determine nature of problem
- ᵛ Problem diagnosed by accessing manufacturers information
- ᵛ Solutions offered according to nature of problem, available product information and store policy
- ᵛ Service/repair process identified and accurately described to customer as required, according to store policy
- ᵛ Price and timeline for basic service/ repairs identified and quoted to customer where applicable.
- ᵛ Customer details identified and accurately transcribed to repair form, according to store policy and legal requirements
- ᵛ Item for repair labelled and securely stored according to store policy
- ᵛ Customer notified without undue delay on arrival / completion of service/ repair.

RANGE OF VARIABLES

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.

v   Store policy and procedures in regard to selling hardware products and services.

v   Relevant legislation and statutory requirements including consumer law and industry codes of practice

v   Size, type and location of store.

v   Store merchandise range may include:
  - fasteners
  - adhesives
  - locks and latches
  - hand tools
  - power tools
  - plumbing supplies
  - bathroom and kitchen fittings and accessories
  - timber supplies and products
  - paint/sealants/finishes
  - poisonous/toxic substances
  - lawn and garden supplies and equipment
  - outdoor/leisure
  - housewares
  - rural equipment and supplies
  - electrical products and supplies
  - miscellaneous products

v   Store service range may include
  - paint colouring and tinting
  - materials measuring and cutting

v   Diagnosis of problem may occur face to face, by telephone or by correspondence

v   Price negotiation may include price matching and trade discounts

v   Customers with routine or specific requests

v   Regular and new customers

v   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ continually updating and applying product knowledge to provide comprehensive advice to customers and staff

ᵥ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ advising customers and informing sales team members of store range of hardware products, their features and benefits, performance, complementary products, product availability and warranties

ᵥ advising customers and sales team members on safe operation, storage and use of hardware products, including power tools, fertilisers and pesticides

ᵥ accurately estimating and quoting on quantities of hardware product required, according to information supplied by customer, product specifications and store policy/procedures

ᵥ successfully negotiating and administering price and payment options with customers as per store policy and procedures

ᵥ successfully negotiating and arranging hardware products services/repairs in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- price negotiation and payment options

ᵥ Knowledge and understanding of:

- store hardware product range, including equipment, small hand tools, power tools, machinery, equipment, paint and timber products, pesticides and fertilisers
- store product services and repair

ν   Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation

ν   Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- negotiating

- solving problems

- methods for estimating quantities of hardware product, using imperial or metric measuring tools, as required

- using and applying technology required to demonstrate operation of store product range.

ν   Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ν   Numeracy skills in the following areas:

- measuring/estimating accurately

- Imperial/Metric measuring scales

- advising/negotiating price and payment options

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package-WRR97*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.7A Recommend Hardware Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store hardware products and related services and demonstrate competence in recommending and advising on store hardware products and services in a variety of sales situations, including the accurate estimation of hardware product quantities.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package-WRR97.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.7A Recommend Hardware Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.7A Recommend Hardware Products and Services which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ   a retail environment

ᵥ   relevant sources of product information

ᵥ   relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation

ᵥ   access to an appropriate range of hardware products

ᵥ   access to a range of customers with different requirements

ᵥ   measuring tools and techniques

ᵥ   qualified workplace assessor

WRRSS.17A

Recommend Toddler/Baby Products

This unit builds on unit WRRS.2 Advise on Products and Services. It involves the application of knowledge of the store Toddler/Baby product range to provide advice to customers and other sales staff with regard to quality, design, safety features, age suitability, durability, performance and price, along with advice on services available.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.17.1 **Research Store Product Range**	▪ Product knowledge developed by accessing manufacturers/suppliers product catalogues/ leaflets, store product manuals, TV promotions and shows, trade fairs, warranty information and customer feedback. ▪ Products correctly identified according to brand options, quality, price, safety features, age suitability and rating, classification, performance, durability and materials. ▪ Knowledge of age rating and restrictions for specific products accurately demonstrated.
SS.17.2 **Recommend Products**	▪ Information gained from customer regarding age of user and specific use of product to ascertain customer needs/requirements. ▪ Products identified according to type, brand options, manufacturing materials, customer need/specialty, age and ability, features and benefits to create a buying environment. ▪ Maintenance and care requirements of product accurately explained to customer. ▪ Safety features and safe usage of product clearly explained to customer with emphasis on precautions with young children and babies. ▪ Detailed knowledge of product applied to provide accurate advice to customer to assist buying decisions according to store policy and legislative requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.17.3 **Advise on Manufacturers' Warranties**	▪ Comparisons between product/manufacturer's warranty terms and insurance policies where applicable, clearly explained to customer. ▪ Individual product warranty terms, conditions, correct care instructions and insurance policies where applicable confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customers. ▪ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.
SS.17.4 **Advise on Product Service and Repairs**	▪ Service/repair process identified and accurately described to customer as required according to store and/or manufacturer's policy. ▪ Price and timelines for basic service/repairs identified and accurately quoted to customer where applicable. ▪ Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements. ▪ Item for repair labelled and securely stored according to store policy. ▪ Item checked to ensure service/repair process performed to required standard prior to customer notification. ▪ Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

ᵥ   Store policies and procedures with regard to selling toddlers/baby products.

ᵥ   Legal requirements including: Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation.

ᵥ   Legal requirements in regard to second-hand goods.

ᵥ   Size, type and location of store.

ᵥ   Store product range may include;
   -   toys
   -   furniture including, bassinettes, cots
   -   baby carriers, prams, strollers, pushers, child restraints
   -   clothing.

ᵥ   Manufacturing materials may include synthetic or natural materials.

ᵥ   Store service range may include product service and repairs, insurance facilities.

ᵥ   Customers with routine or special requests.

ᵥ   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1 Sell Products and Services and WRRS.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical aspects of evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ   consistently applying store policies and procedures legislative requirements and industry codes of practice in regard to sales/customer service procedures.

ᵥ   consistently updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information and advice on warranties and insurance policies where applicable.

ᵥ   consistently advising customers and informing sales team members of design and safety features, age suitability and rating and performance characteristics of store range of products.

ᵥ   consistently advising on stock availability, warranties and price/payment options and negotiating and arranging product services and repairs in accordance with store policy and procedures.

Underpinning knowledge and skills

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

v   Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints.

v   Knowledge and understanding of:

- safety features and application of store product range
- age ratings and restrictions for specific products
- store range of service and repair capabilities.

v   Knowledge, understanding and application of relevant:

- Legal requirements including: Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation.
- Legal requirements in regard to second-hand goods (where applicable).
- Industry codes of practice.
- Occupational Health and Safety legislation/regulations/codes of practice in relevant areas such as:
- Manual Handling
- Workers Compensation

v   Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
- working with others and in teams
- handling customers with special needs, including difficult or abusive customers
- solving problems
- operational features and demonstrating store range including furniture, toys and accessories.

v   Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

v   Numeracy skills in understanding age and safety ratings.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and context of assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment. Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.17 Recommend Toddler/Baby Products should require the candidate to provide evidence of product knowledge over a broad range of current store products and demonstrate competency in recommending and advising on, products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide for Assessment Activities* for Certificate III in Retail Operations

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.17 Recommend Toddler/Baby Products is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme, which focuses the assessment on those aspects of the phase, considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRSS.17 Recommend Toddler/Baby Products, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵛ a retail environment

ᵛ relevant sources of product information

ᵛ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - ˜ - Manual Handling
  - ˜ - Workers Compensation.

ᵛ access to an appropriate range of toddler/baby products

ᵛ access to a range of customers with different requirements

ᵛ qualified workplace assessor.

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

WRRSS.18A

Recommend Soft Furnishings/ Fabrics/Manchester/ Haberdashery Products and Services

This unit builds on unit WRRS.2A Advise on Products and Services. It involves the application of knowledge of the store Furnishings/Fabrics/Manchester/Haberdashery products range to provide accurate advice to customers and other sales staff with regard to quality, design features, technical data, product warranties, quantities required, stock availability, services and price.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.18.1 **Research Store Product Range**	▪ Product knowledge developed by accessing manufacturer or store product manuals/catalogues, brochures, product samples, sales representatives, trade fairs and customer feedback.
	▪ Products correctly identified according to type, manufacturing methods, materials/ fibre types, design features/style/quality, available colour range, country of manufacture, safety features including flammability, adaptability/durability, care and maintenance requirements, price range.
SS.18.2 **Recommend Soft Furnishings/ Manchester/Haberdashery Products and Services**	▪ Customer's lifestyle, needs, existing products/materials accurately identified and evaluated to provide advice on product suitability to assist buying decisions.
	▪ Advice accurately provided on design features, product performance (including fading properties), product options and availability to meet customer's requirements and to create a buying environment.
	▪ Suitability of products/materials determined according to customer requirements and manufacturer specifications, and information accurately conveyed to customer.
	▪ Potential problem areas identified and appropriate solutions suggested to customer in line with manufacturer product specifications and store policy.
	▪ Customers accurately provided with advice on specific care and maintenance of products.
	▪ Sales opportunities maximised by use of add on and complementary sales techniques.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.18.3
Estimate Quantities and Order Product

- Quantities required including pattern matching, accurately estimated from measurements taken from plan provided.

- Product accurately measured according to product requirements and store procedures.

- Customer provided with accurate quotation for quantities estimated.

- Product ordered and supply and installation of soft furnishings arranged, where required, in line with product availability and customer requirements according to store procedures.

- Customer provided with accurate information in regard to delivery and installation procedures as required, including date and time of delivery.

- Follow up action taken as necessary to ensure customer satisfaction.

- Customer notified promptly of any undue delays regarding the completion/supply/installation of products.

SS.18.4
Advise on Product Warranties

- Comparisons between product/ manufacturers warranty terms clearly explained to customer.

- Individual product warranty terms and conditions confirmed by consulting store/ manufacturers product manuals or brochures and accurately conveyed to customers according to legislative requirements.

- Customers provided with written information regarding manufacturer's terms and warranty conditions for product/s purchased, according to legislative requirements and store policies and procedures.

SS.18.5
Calculate Price and Payment Options

- Store recommended retail pricing for various brand options accurately calculated, conveyed to customers and payment /credit options offered according to legislative requirements and store policy.

- Individual product prices negotiated where necessary according to pricing determinants and store policy to achieve sales.

RANGE OF VARIABLES

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.

ᵥ   Store policies and procedures with regard to selling Soft Furnishings/ Fabrics/ Manchester/ Haberdashery products and services.

ᵥ   Legal requirements including; Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation.

ᵥ   Size, type and location of store.

ᵥ   Store Soft Furnishings/Fabrics/Manchester/Haberdashery range may include but is not restricted to:
-   domestic/commercial products
-   co-ordinated ranges
-   soft furnishings, fabric, window coverings, upholstery
-   fabrics, upholstery, window coverings, drapery, clothing
-   manchester, bedding, cushions, covers, tableware
-   haberdashery, sewing requisites, braid, ribbon, curtain and drapery supports/hangers/holders and fittings.

ᵥ   Product performance features may include:
    - durability, resilience, retention of appearance, stain/dirt resistance
    - colour fastness, colour fading properties
    - flammability.

ᵥ   Fabric construction and materials may include:
    - bonded
    - woven/non woven or natural/synthetic backing materials
    - synthetic/natural fibre/pile composition.

ᵥ   Features and benefits may include:
-   design aspects of colour, texture, feel
-   cleaning and maintenance requirements
-   type/construction
-   thickness/weight
-   suitability for customer requirements
-   acoustic/thermal insulation properties of materials.

ᵥ   Product performance features may include:
    - durability, appearance retention, stain/dirt resistance, abrasion resistance, construction, fibre
    - cleaning and maintenance requirements.

ᵥ   Surface treatments may include:
    - chemical/synthetic coatings.

ᵥ   Customers with routine or special requests.

ᵥ   Regular and new customers.

ᵥ   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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. This unit builds on the knowledge and skills gained in Units WRRS.1A Sell Products and Services and WRRS.2A Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ continually updating and applying product knowledge to provide comprehensive advice to customers and staff.

ᵥ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

ᵥ consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.

ᵥ consistently advising customers and informing sales team members of store range of soft furnishings/fabrics/manchester/haberdashery products, their features and benefits.

ᵥ consistently and accurately calculating/estimating required quantities of soft furnishings/ fabrics/manchester/haberdashery materials against a plan.

ᵥ consistently and successfully negotiating and administering price and payment options with customers as part of store policy.

ᵥ consistently and successfully negotiating, ordering and arranging supply and installation of soft furnishings within agreed timelines and providing follow up service.

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service, up-selling, on-selling

- quotations, price negotiations and payment options, ordering product and arranging supply and installation of soft furnishings within agreed time lines.

ᵥ Knowledge and understanding of:

- store soft furnishings/fabrics/manchester/haberdashery product range

- soft furnishings/fabrics/manchester/haberdashery characteristics and their application to store product range

- surface treatments, including oil finishes, chemical/synthetic coatings

- methods of measuring and estimating soft furnishings/fabrics/manchester/haberdashery product requirements

- pattern matching

- colour co-ordination and design principles.

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law and the requirements for the provision of quotations

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation.

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- methods of dealing with special needs/requests of customers, including difficult or abusive customers and customer complaints

- negotiating

- solving problems.

ᵥ Literacy skills in the following areas:

- researching, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment.

ᵥ Numeracy skills in the following areas:

- techniques/procedures for measuring surface areas

- estimating from architects or builders plans

- advising/negotiating price .

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for Unit WRRSS.18 Recommend Soft Furnishings/Fabrics/Manchester/Haberdashery Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store products and services and demonstrate competency in advising customers on Soft Furnishings/Fabrics/Manchester/Haberdashery products and services in a variety of sales situations, including the accurate estimation of quantities.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.18 Recommend Soft Furnishings/Fabrics/Manchester/Haberdashery Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRSS.18 Recommend Soft Furnishings/Fabrics/Manchester/Haberdashery Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected co--ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  ˜ - Manual Handling
  ˜ - Plant and Equipment
  ˜ - Hazardous Substances
  ˜ - Dangerous Goods
  ˜ - Workers Compensation.

ᵥ access to an appropriate range of Soft Furnishings/Fabrics/Manchester/Haberdashery products

ᵥ access to a range of customers with different requirements

ᵥ tools and equipment for measuring

ᵥ qualified workplace assessor

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

**National Wholesale
Retail and Personal
Services Industry
Training Council LTD**

**S u i t e 2 E
9 B u r w o o d R o a d
Burwood NSW 2134**

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N 0 0 2 7 1 7 6 2 4

Email:
natwraps@natwraps.com.au

Business and Leisure Products

NATIONAL RETAIL TRAINING PACKAGE
National Code: WRR97

Unit WRRSS.8A
Recommend Cameras, Photographic Equipment and Services

SS 8.1	Research Store Product Range
SS 8.2	Recommend Cameras and Photographic Equipment
SS 8.3	Advise on Product Warranties
SS 8.4	Negotiate Price and Payment Options
SS 8.5	Advise on and Arrange Photographic Services and Repairs

Unit WRRSS.9A
Recommend Computer Products and Services

SS 9.1	Research Store Product Range
SS 9.2	Recommend Computer Hardware and Software Products
SS 9.3	Advise on Product Warranties
SS 9.4	Negotiate Price and Payment Options
SS 9.5	Advise on and Arrange Product Service and Repairs

Unit WRRSS.10A
Recommend Sporting Products and Services

SS 10.1	Research Store Product Range
SS 10.2	Recommend Sporting Products
SS 10.3	Measure and Fit Sporting Products
SS 10.4	Advise on Manufacturers Warranties
SS 10.5	Advise on and Arrange Sporting Services

Unit WRRSS.11A
Recommend Toy Products

SS 11.1	Research Store Product Range
SS 11.2	Recommend Toys
SS 11.3	Advise on Manufacturers Warranties
SS 11.4	Advise on Product Service and Repairs

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

Unit WRRSS.12A
Recommend and Sell Books and Advise on Reader Services

SS 12.1   Research Store Book Range
SS 12.2   Recommend Books
SS 12.3   Advise on Reader Services

Unit WRRSS.13A
Recommend Newsagency Products and Services

SS 13.1   Research Newsagency Products Range
SS 13.2   Recommend Newsagency Products
SS 13.3   Advise on and Arrange Newsagency
           Services
SS 13.4   Process Returns to Publishers

Unit WRRSS.14A
Hire and Sell Video Products and Services

SS 14.1   Research Store Product Range
SS 14.2   Recommend Video Products
           and Accessories
SS 14.3   Advise on Membership
SS 14.4   Apply Store Video Hire and Return
           Procedures

Unit SS.19
Recommend Music/Audio Products and Services

SS 19.1   Research Store Music/Audio Product
           Range
SS 19.2   Recommend Music/Audio Equipment
SS 19.3   Advise on Product Warranties
SS 19.4   Negotiate Price and Payment Options
SS 19.5   Advise on and Arrange Music/Audio
           Services and Repairs

SUMMARY OF UNITS AND ELEMENTS OF COMPETENCY

NATIONAL CODE	VERSION	BUSINESS AND LEISURE PRODUCTS UNIT TITLES
WRRSS.8	A	Recommend Cameras, Photographic Equipment and Services
WRRSS.9	A	Recommend Computer Products and Services
WRRSS.10	A	Recommend Sporting Products and Services
WRRSS.11	A	Recommend Toy Products
WRRSS.12	A	Recommend and Sell Books and Advise on Reader Services
WRRSS.13	A	Recommend Newsagency Products and Services
WRRSS.14	A	Hire and Sell Video Products and Services
WRRSS.19	A	Recommend Music/Audio Products and Services

WRRSS.8A Recommend Cameras, Photographic Equipment and Services

This unit builds on unit S.2 Advise on Products and Services. It involves the application of manufacturers product information and the basic principles of photography to provide advice to customers and other sales staff, with regard to the design features, technical characteristics, warranties and prices of cameras, and miscellaneous photographic equipment and supplies. It also includes the provision of information on store camera and photographic services and repairs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.8.1 Research Store Camera and Photographic Product Range

ᵥ Product knowledge developed by accessing suppliers product leaflets, store product manuals, sales representatives, warranty information and customer feedback.

ᵥ Products correctly identified according to operation and use, quality, brand options, product and design features, manufacturing process, country of manufacture and price.

ᵥ Knowledge and application of manufacturers technical information including application of light principles, film exposure, film speed, film type, focal length, focussing, depth of field, aperture and shutter speed developed.

ᵥ Operation of store products accurately demonstrated according to store policy.

ᵥ Film loading and unloading techniques for cameras in store product range accurately demonstrated.

SS.8.2 Recommend Cameras and Photographic Equipment

ᵥ Customers needs identified in terms of usage requirements, interests, skill level and price range.

ᵥ Technical features and benefits from manufacturers specifications accurately conveyed to customers to assist buying decisions.

ᵥ Operation of camera/photographic equipment demonstrated or explained to customers in a systematic manner as required to create a buying environment.

SS.8.3 **Advise on Product Warranties**

ᵥ Comparisons between product/manufacturers warranties clearly explained to customers

ᵥ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customers.

ᵥ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties according to store policies and procedures

SS.8.4 **Negotiate Price and Payment Options**

ᵥ Store recommended retail pricing for various brand options accurately conveyed to customers.

ᵥ Individual product prices negotiated where necessary according to store policy to achieve a sale.

ᵥ Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.8.5 **Advise On and Arrange Photographic Services and Repairs**

ᵥ Customer advised on store range of photographic services according to store policy and procedures

ᵥ Customer questioned to determine nature of problem

ᵥ Problem diagnosed in terms of operator/camera/processing faults by accessing manufacturers or film processors information

ᵥ Solutions offered according to nature of problem, available product/processing information and store policy

ᵥ Service/repair process identified and accurately described to customer as required according to store policy.

ᵥ Price and timelines for basic service/repairs identified and quoted to customer where applicable.

ᵥ Customer details identified and accurately transcribed to repair forms according to store procedures and legal requirements.

ᵥ Item for repair labelled and securely stored according to store policy.

ᵥ Customer notified without undue delay on arrival/completion of service/repair

RANGE OF VARIABLES

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.

ᵛ Store policy and procedures with regard to selling camera and photographic products and services

ᵛ Store merchandise range may include:
  - cameras, including compacts, focus free/fixed, auto focus, twin lens and zoom, digital
  - lens systems, including single lens reflex (SLR), interchangeable lens, auto/manual focus, electronic flash
  - advance photo systems
  - video cameras including VHS-C, SVHS-C, Video 8, H8
  - accessories, including film, lens, filters, batteries, flash guns, lighting equipment, tripods, books/manuals, albums/frames, photo processing supplies, binoculars and telescopes

ᵛ Store service range may include:
  - product service and repairs
  - film processing, enlargements, enhancements
  - framing

ᵛ Diagnosis of problems may occur face to face, by telephone or by correspondence

ᵛ Customers with routine or special requests

ᵛ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ν continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information and basic principles of light/photography and film exposure, type and speed

ν consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ν advising customers and informing sales team members of quality, design features, benefits and operation/performance characteristics of store range of cameras and photographic equipment and supplies

ν advising on stock availability and warranties and price/payment options

ν applying problem solving strategies to assist customers with operator/camera/processing faults

ν advising on, negotiating and arranging camera and photographic equipment product services and repairs in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ν Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service

- methods of dealing with special needs/requests of customers

- customer complaints

ν Knowledge and understanding of:

- manufacturers technical information, including application of light principles

- camera and photographic equipment accessories, including film, lenses and lens systems, filters, batteries, lighting equipment and photo processing supplies

- Advanced Photo Systems (APS), including large, medium and small film format

- store camera, film processing and repair services

ᵛ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- solving problems, including assisting customers with operator/camera/processing faults

- using and applying technology relating to operating/demonstrating store range of cameras and photographic equipment

ᵛ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in the following areas:

- basic principles of photography, including film/film speed, aperture, focal length, shutter speed

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.8A Recommend Cameras, Photographic Equipment and Services should require the candidate to provide evidence of product knowledge over a broad range of current store cameras and photographic equipment, products and services, including technical information and light principles, and demonstrate competence in recommending and advising customers in a variety of sales situations on camera and photographic equipment products and services, and on operator/camera/processing faults.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.8A. Recommend Cameras, Photographic Equipment and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.8A Recommend Cameras, Photographic Equipment and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and asses the effectiveness of a training program which is based on and related the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

- ᵥ a retail environment
- ᵥ relevant sources of product information
- ᵥ relevant documentation, such as:

  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Plant and Equipment
    - Hazardous Substances
    - Dangerous Goods
    - Workers Compensation

- ᵥ access to an appropriate range of cameras and photographic equipment
- ᵥ access to a range of customers with different requirements
- ᵥ qualified workplace assessor

WRRSS.9A Recommend Computer Products and Services

This unit builds on unit S.2 Advise on Products and Services. It involves the application of computer product knowledge to advise customers and other sales staff with regard to computer hardware, software, product warranties, stock availability, price and repairs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.9.1 Research Store Computer Products Range	ᵥ Product knowledge developed by accessing store or computer trade product manuals, brochures, computer magazines/books, self tutorial software programs, on-line help, sales representatives, trade shows, seminars and manufacturers product nights and customer feedback.
	ᵥ Products correctly identified according to type, brand options, quality, design features, operating systems, safety features and price range.
	ᵥ Knowledge and application of manufacturers information and computer terminology including architectural structure, software and internet requirements, memory and system configurations developed
	ᵥ Operation of store products accurately demonstrated according to store policy.
	ᵥ Knowledge of relevant licensing and copyright laws accurately demonstrated.
SS.9.2 Recommend Computer Hardware and Software Products	ᵥ Customers needs identified in terms of usage requirements, software applications, interests, skill level and price range.
	ᵥ Technical features and benefits from manufacturers specifications accurately conveyed to customers to assist buying decisions.
	ᵥ Operation of specific hardware or software applications demonstrated or explained to customers in a systematic manner as required to create a buying environment.

SS.9.3   **Advise on Product Warranties**

- v   Comparisons between product/manufacturers warranty terms and conditions for hardware and software clearly explained to customers.
- v   Individual product warranty terms and conditions confirmed by consulting store/manufacturers product manuals or brochures and accurately conveyed to customers.
- v   Customers provided with a written copy of the manufacturers warranty terms and conditions for product/s purchased wherever possible, according to store policies and procedures.

SS.9.4   **Negotiate Price and Payment Options**

- v   Store recommended retail pricing for various brand options accurately conveyed to customers.
- v   Individual product prices negotiated where necessary according to store policy to achieve a sale.
- v   Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.9.5   **Advise on and Arrange Product Service and Repairs**

- v   Customer questioned to determine nature of problem.
- v   Problem diagnosed in terms of operator/hardware/software faults by accessing manufacturers information.
- v   Solutions offered according to nature of problem, available product information and store policy.
- v   Service/repair process identified and accurately described to customer as required according to store policy.
- v   Price and timelines for basic service/repairs identified and quoted to customer where applicable.
- v   Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements
- v   Item for repair labelled and securely stored according to store policy.
- v   Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

ᵥ Store policies and procedures with regard to selling computer products and services

ᵥ Size type and location of store

ᵥ Store merchandise range may include:
  - software packages including word processing, spreadsheet, games, graphics, database, corporate/business applications, entertainment, educational applications
  - computers such as desktop - mini tower, full tower, integrated; laptop - dockable, non-dockable
  - monitors of varying size, resolution, digital/analogue
  - printers such as dot matrix, ink jet, laser, colour or mono
  - scanners such as flat bed, hand held, sheet fed, colour or mono
  - types of mouse such as bus, serial, button
  - types of modems such as internal, external, varying speeds, fax
  - operating systems such as MAC, DOS, WIN 3.1, WIN'95, WIN'98, etc
  - computer accessories such as memory upgrades, video/sound cards, CD ROM, paper/printer supplies, cords/cables/fittings

ᵥ Store service range may include product service and repairs, access to internet service providers.

ᵥ Diagnosis of problems may occur face to face, by telephone or by correspondence

ᵥ Customers with routine or special requests

ᵥ Customers with special needs

ᵥ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information
- consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures
- advising customers and informing sales team members of quality, design features, benefits and operation/performance characteristics of store range of computers
- advising on stock availability, warranties and price/payment options
- applying problem solving strategies to assist customers with operator/hardware/software faults
- advising on, negotiating and arranging computer product services and repairs in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

- ᵛ Knowledge and understanding of store policies and procedures in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - customer complaints
- ᵛ Knowledge and understanding of:
  - manufacturers technical information/specifications for store range of computer hardware and accessories, including laptop computers, printers, scanners, monitors, modems, hard disk drives, mouse types and CD-ROM
  - the Internet, including hardware/software requirements and access to service providers
  - store range of computer operating systems, software options and packages, including work processing, data base, spreadsheets, multimedia, games, graphics, entertainment and education
  - store range of computer service and repair capabilities

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - − Manual Handling
  - − Plant and Equipment
  - − Dangerous Goods
  - − Workers CompensationCode of Practice

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
- working with others and in teams
- handling customers with special needs, including difficult or abusive customers
- solving problems, including assisting customers with operator/hardware/software faults
- negotiating
- using and applying technology, including operational features and operating/demonstrating store range of computers and accessories

ᵥ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources
- preparing and organising information when gathering evidence of competency for assessment

ᵥ Numeracy skills in the following areas:

- application of mathematical ideas and techniques relating to computer hardware and software products
- advising/negotiating price and payment options

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.9A Recommend Computer Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store computer products and services, including technical information, and demonstrate competency in advising customers on computer products and services, including demonstrating use of computers and software options, in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.9A Recommend Computer Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

    Phase C: *Developing and Recognising Retail Skills.*

    Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.9A Recommend Computer Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵛ   a retail environment

ᵛ   relevant sources of product information

ᵛ   relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Plant and Equipment
  - Hazardous Substances
  - Dangerous Goods
  - Workers Compensation

ᵛ   access to an appropriate range of computers and computer software/accessories

ᵛ   access to a range of customers with different requirements

ᵛ   qualified workplace assessor

WRRSS.10A Recommend Sporting Products and Services

This unit builds on unit S.2 Advise on Products and Services. It includes the application of product knowledge to provide advice to customers and other sales staff with regard to brand options, design features, warranties, performance and maintenance of sporting goods and equipment along with measuring and fitting sporting apparel

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.10.1 **Research Store Sporting Products Range**	ᵛ Product knowledge developed by accessing suppliers product leaflets, store product manuals, manufacturers brochures and warranties information, personal use and customer feedback.
	ᵛ Products correctly identified according to brand options, type, function, quality, design features, strength/capacity, technical features, safety features, durability, manufacturing process and materials and price range.
	ᵛ Operation and/or assembly of store products accurately demonstrated.
	ᵛ Knowledge of availability and use of appropriate product accessories and spare parts demonstrated.
	ᵛ Knowledge of specific sizing and fitting requirements of products accurately demonstrated.
SS.10.2 **Recommend Sporting Products**	ᵛ Sporting products correctly evaluated according to level of sporting ability, experience, customers period of use and specific use.
	ᵛ Relationship between risk factor and activity explained to customers.
	ᵛ Products recommended appropriate to sport, customers body shape and size, fitness, general health, expertise and age group.
	ᵛ Safe use and relevant safety requirements of the product explained to the customer.
	ᵛ Working range, maintenance and care of sporting products explained to customers as relevant to product.

SS.10.3   **Measure and Fit Sporting Products**

- ˅ Correct measuring, fitting and sizing procedures applied for specific products
- ˅ Accurate and correct use of measuring tools demonstrated
- ˅ Difference in sizes and application of sporting products conveyed to customers

SS.10.4   **Advise on Manufacturers Warranties**

- ˅ Comparisons between product/manufacturers warranty terms clearly explained to customers.
- ˅ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customers.
- ˅ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.10.5   **Advise on and Arrange Sporting Services**

- ˅ Knowledge of sport, relevant sporting organisations, competitions, venues, tuition and sporting attractions accurately conveyed to customers.
- ˅ Service/repair process identified and accurately described to customer as required, according to store policy.
- ˅ Price and timelines for basic service/repairs identified and quoted to customer where applicable.
- ˅ Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements.
- ˅ Item for repair labelled and securely stored according to store policy.
- ˅ Customer notified without undue delay on arrival/completion of service/repair.
- ˅ Hire service information conveyed to customers where appropriate.
- ˅ Product hire arranged according to store policy and procedures.

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.

ᵥ Store policies and procedures in regard to selling sporting products and services

ᵥ Size, type and location of store

ᵥ Store merchandise range may include:
   - hard goods for
        team sports, including netball, basketball, cricket, hockey, baseball/ softball, football/ soccer
        individual sports, including athletics, swimming, golf, tennis, boxing, bowls
   - water sports, including body boards, snorkels, body suits
   - fishing and gear
   - climbing equipment and gear
   - gas equipment and fittings
   - camping equipment and gear
   - ski equipment and gear
   - hiking equipment and gear
   - exercise/weight training equipment
   - bicycles/skateboards/rollerblades and equipment
   - sporting footwear and clothing
   - sporting accessories

ᵥ Store service range may include product service and repairs and product hiring

ᵥ Customers with routine or special requests

ᵥ Customers with special needs

ᵥ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information
- consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures
- advising customers and informing sales team members of design and safety features, benefits and performance characteristics of store range of sporting goods
- advising on stock availability, warranties and price/payment options
- demonstrating correct measuring, sizing and fitting of sporting apparel, according to store procedures
- advising on, negotiating and arranging sporting goods services and product repairs in accordance with store policy and procedures

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 store policies and procedures in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - customer complaints
- Knowledge and understanding of:
  - manufacturers technical information/specifications for store range of sporting goods and accessories, including hard goods for team and individual sports, recreational sporting equipment, camping equipment, fitness/exercise equipment, sporting apparel and accessories
  - store range of sporting goods service and repair capabilities
  - sporting activities and risk factors
- Knowledge, understanding and application of relevant:
  - legislation and statutory requirements, including consumer law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
- working with others and in teams
- handling customers with special needs, including difficult or abusive customers
- solving problems
- operating/demonstrating store range of sporting goods and accessories

ᵥ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources
- preparing and organising information when gathering evidence of competency for assessment.

ᵥ Numeracy skills in measuring, fitting and sizing sporting apparel.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

v apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

v integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.10A Recommend Sporting Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current sporting goods, products and services, including technical information, and demonstrate competency in advising customers on sporting goods, products and services, including sizing and fitting of product range, in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.10A Recommend Sporting Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

v apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

v integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.10A Recommend Sporting Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation

ᵥ access to an appropriate range of sporting goods, apparel and accessories

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.11A   Recommend Toy Products

This unit builds on unit S.2 Advise on Products and Services. It involves the application of toy product knowledge to provide advice to customers and other sales staff with regard to quality, design, safety features, age suitability, durability, performance and price, along with advice on service and repairs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

SS.11.1   Research Store Toy Product Range

ᵥ Product knowledge developed by accessing manufacturers/suppliers product catalogues/leaflets, store product manuals, TV promotions and shows, trade fairs, warranties information and customer feedback.

ᵥ Products correctly identified according to brand options, quality, price, safety features, age suitability and rating, classification, performance/durability and materials.

ᵥ Knowledge of age rating and restrictions for specific toys accurately demonstrated.

SS.11.2   Recommend Toys

ᵥ Information gained from customer regarding age of user, exposure to product, level of experience, specific use of product.

ᵥ Products identified according to type, brand options, customer need/speciality, age and ability, features and benefits to create a buying environment.

ᵥ Maintenance and care of product explained to customer.

ᵥ Test run or demonstration offered to customer to enhance buying situation.

ᵥ Safety features and safe usage of product explained to customer with emphasis on precautions with young children.

ᵥ Detailed knowledge of toy product applied to provide accurate advice to customer to assist buying decisions.

SS.11.3   Advise on Manufacturers Warranties

ᵥ Comparisons between product/manufacturers warranty terms clearly explained to customer.

ᵥ Individual product warranty terms and conditions confirmed by consulting store information, product manuals, designated staff members, or contacting suppliers direct and accurately conveyed to customers.

ᵥ Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.

SS.11.4   Advise on Product Service and Repairs

ν   Service/repair process identified and accurately described to customer as required according to store policy.

ν   Price and timelines for basic service/repairs identified and quoted to customer where applicable.

ν   Customer details identified and accurately transcribed to repair form, according to store procedures and legal requirements.

ν   Item for repair labelled and securely stored according to store policy.

ν   Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

ᵥ   Store policies and procedures with regard to selling toys

ᵥ   Size, type and location of store

ᵥ   Store product range may include;
  - hobbies/ models
  - electronics/computerised games (hand held, console, CD-ROM)
  - games and puzzles
  - educational toys/books
  - musical toys
  - dolls
  - costumes and accessories
  - plush and soft toys
  - indoor and outdoor play/sporting equipment
  - beach and pool toys
  - non ride on cars, trucks and trains
  - construction toys
  - ride on toys and equipment
  - action toys and equipment
  - art and craft
  - spare parts and accessories

ᵥ   Store service range may include product service and toy repairs

ᵥ   Customers with routine or special requests

ᵥ   Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical aspects of evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

ᵥ   continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information

ᵥ   consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ   advising customers and informing sales team members of design and safety features, age suitability and rating and performance characteristics of store range of toys

ᵥ   advising on stock availability, warranties and price/payment options

ᵥ   advising on, negotiating and arranging toy product services and repairs in accordance with store policy and procedures

Underpinning knowledge and skills

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

ᵥ   Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service

- methods of dealing with special needs/requests of customers

- customer complaints

ᵥ   Knowledge and understanding of:

- entertainment and safety features and educational application of store range of toys

- age ratings and restrictions for specific toys

- store range of toys service and repair capabilities

ᵥ   Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law, Australian Toy Standard and ingestion, inhalation and projection test

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- solving problems

- operational features and demonstrating store range of toys and accessories

ᵛ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in understanding age and safety ratings

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and context of assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.11A Recommend Toy Products should require the candidate to provide evidence of product knowledge over a broad range of current store toy products and demonstrate competency in recommending and advising on, toy products in a variety of sales situations.

Unit assessment exemplars are available in the *Guide for Assessment Activities* for Certificate III in Retail Operations

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.11A Recommend Toy Products is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRSS.11A Recommend Toy Products, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- industry codes of practice and relevant legislation

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ access to an appropriate range of toys

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.12A Recommend and Sell Books and Advise on Reader Services

This unit builds on unit S.2. Advise on Products and Services. It involves the application of product knowledge to advise customers and other sales staff in regard to comparisons between books, new releases, bestsellers, technical and specialised publications, location of specified titles and the range of reader services provided by the store.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.12.1 **Research Store Book Range**	ν Product knowledge developed by accessing trade and association journals, the internet, bibliographic lists, store brochures, leaflets/newsletters, publishers/distributors information, catalogues, book reviews, blurbs on book covers, sales representatives, customer or other staff recommendations.
	ν Products correctly identified according to authors/editors, publishers, genre/theme, purpose, contents, features/specifications, binding methods, print size, age suitability, edition/forthcoming titles and associated productions.
	ν Knowledge of the location of books in the store range accurately demonstrated.
	ν Operation of store inventory system accurately demonstrated.
	ν Knowledge of relevant legislative requirements accurately demonstrated.
	ν Knowledge of procedures for book recall and withdrawal from public sale accurately demonstrated.
SS.12.2 **Recommend Books**	ν Customers needs identified in terms of usage requirements, interests, price range and age suitability
	ν Products correctly identified according to customer requirements for type, quality, availability and price range to create a buying environment.
	ν Detailed specialised knowledge of product applied to assist customers buying decisions.
SS.12.3 **Advise on Reader Services**	ν Information on reader services including customer incentive schemes, book clubs, location of unusual titles accurately conveyed to customers.

RANGE OF VARIABLES

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.

ν store policies and procedures with regard to selling book products and services

ν relevant legislative requirements may include censorship and copyright legislation and customs regulations.

ν size, type and location of store

ν store book range which may include:
 - fiction/ non-fiction
 - technical/computer
 - business/politics
 - educational books
 - religious books
 - music/dance/theatre
 - reference materials
 - biography
 - books for adults and/or children
 - sporting books
 - cook books
 - art/craft/hobby books

ν store service range

ν store inventory system may be manual or computerised and could include:
 - cataloguing systems
 - location of book in store
 - publishers lists
 - prices
 - stock availability/supply time/ordering systems

ν product knowledge may include:
 - genre/theme of store book range
 - current book reviews/where reviewed
 - previous titles/publishers under which a book may have been released
 - forthcoming titles
 - associated productions e.g. films
 - marketing tie-ins e.g.: anniversaries, seasons, events

ν customers with routine or special requests

ν customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental disabilities

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

ᵛ continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical skills in accessing information

ᵛ consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵛ advising customers and informing sales team members of type and features of store range of book and reader services, including genre, theme, purpose and content/age suitability

ᵛ advising on stock availability and demonstrating accurate accessing of store inventory system to locate books for customers

ᵛ demonstrating correct negotiation and administration with regard to customer reader services in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵛ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service

- methods of dealing with special needs/requests of customers

- customer complaints

- withdrawing books from public sale

ᵛ Knowledge and understanding of:

- types and features of store range of books and reader services

- types of reader services, including incentive schemes, book clubs and location of unusual titles

- store range of books and reader services, service and repair capabilities

- basic operation of the publishing industry, including censorship and copyright

ᵛ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law, copyright law, censorship and customs

- industry codes of practice

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation

ᵛ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- solving problems

- operating store inventory system and locating store range of books

ᵛ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵛ Numeracy skills in regard to store inventory system

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.12A Recommend and Sell Books and Advise on Reader Services should require the candidate to provide evidence of product knowledge over a broad range of current store books and reader services and demonstrate competency in advising customers on book products and reader services in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.12A Recommend and Sell Books and Advise on Reader Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

   Phase C: *Developing and Recognising Retail Skills.*

   Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ν   apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ν   integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.12A Recommend and Sell Books and Advise on Reader Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- relevant legislation and industry codes of practice, including consumer law, copyright law, censorship and customs

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ access to an appropriate range of books and reader services

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.13A Recommend Newsagency Products and Services

This unit builds on unit S.2 Advise on Products and Services. It involves the application of knowledge on newspaper and magazine products, circulation and home delivery services to provide advice to customers and other sales staff and the implementation of store procedures for processing returns to publishers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.13.1 Research Newsagency Products Range	ν Product knowledge developed by accessing publishers/distributors brochures, sales posters, catalogues, sales representatives and customer recommendations. ν Knowledge of the location of newspaper and other products in the store range accurately demonstrated. ν Operation of store inventory system accurately demonstrated. ν Knowledge of relevant legislative requirements accurately demonstrated. ν Knowledge of procedures for newspaper recall and stock withdrawal from public sale at specified times accurately demonstrated.
SS.13.2 Recommend Newsagency Products	ν Customers needs identified in terms of usage requirements, interests, price range and age suitability. ν Products correctly identified and located according to type, customer requirements, editions, frequency of publication, price range and availability to create a buying environment. ν Specialised product knowledge applied to assist customers buying decisions.
SS.13.3 Advise on and Arrange Newsagency Services	ν Home delivery arrangements negotiated and confirmed with customers as required. ν Home delivery data entered on store system according to store procedures. ν Newspaper and magazine reservations recorded and organised according to store procedures to meet customer requests. ν Lottery tickets, entries, prizes processed/issued in line with local lottery rules and procedures when included in store service/product range.

SS.13.4   **Process Returns to Publishers**

ᵥ Out of date/circulation newspapers and magazines batched regularly for return to publishers according to store procedures and publishers requirements.

ᵥ Relevant publishers returns documentation completed in an accurate and timely manner as per store procedures.

RANGE OF VARIABLES

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.

ᵥ Store policy and procedures with regard to selling newspaper products and services

ᵥ Relevant legislative requirements may include censorship and copyright legislation and customs regulations.

ᵥ Size, type and location of store.

ᵥ Store newspaper range may include :
  - general
  - business
  - local
  - interstate/overseas

ᵥ Store service range may include:
  - home delivery
  - newspaper and magazine reservations
  - lottery or other services

ᵥ Store products other than newspapers and magazines may include:
  - stationery
  - office supplies
  - art materials
  - greeting cards/wrapping papers
  - film
  - cigarettes
  - sweets

ᵥ Store inventory system may be manual or computerised and could include:
  - cataloguing systems
  - publishers lists
  - publishers returns
  - suppliers lists
  - prices
  - stock availability/supply time

ᵥ Customers with routine or special requests

ᵥ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

- continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including skills in accessing information
- consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures
- advising customers and informing sales team members of types and features of store range of newspaper/magazine products and services, including editions, quality, content and age suitability
- using and application of the store inventory system to check stock levels, suppliers lists, price lists and record publishers returns data and accurately administer publishers returns
- demonstrating correct negotiation and administration with regard to customer newsagency services in accordance with store policy and procedures, including home delivery and newspaper/magazine reservations

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 store policies and procedures in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - customer complaints
  - newsagency product recall and processing returns to publishers
- Knowledge and understanding of:
  - types and features of store range of newsagency products
  - store range of newsagency services, including home delivery, lottery tickets and related services/procedures
  - basic operation of the newsagency industry, including copyright and age restrictions
- Knowledge, understanding and application of relevant:
  - legislation and statutory requirements, including consumer law, copyright law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Workers Compensation

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- solving problems

- operating of store inventory/returns systems and locating store range of products

ᵥ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵥ Numeracy skills in processing returns

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	2

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competency by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ν   apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ν   integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.13A Recommend Newsagency Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store newsagency products and services, including home delivery services, and demonstrate competency in advising customers on newsagency products and services in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.13A Recommend Newsagency Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.13A Recommend Newsagency Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- relevant legislation and industry codes of practice, including consumer law, copyright law, censorship and customs

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation

ᵥ access to an appropriate range of newsagency products and services

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.14A Hire and Sell Video Products and Services

This unit builds on units S.1 Sell Products and Services and S.2 Advise on Products and Services. It involves the application of product knowledge to advise customers and other sales staff with regard to membership, video movie hire product range, video games and video/television accessories and the application of store video hire procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.14.1 **Research Store Product Range**	ᵛ Product knowledge developed by accessing video source directories, store product manuals, suppliers/distributors preview tapes/video clips, suppliers/distributors brochures, customers reports and recommendations.
	ᵛ Comparisons between products researched according to genre/theme of movie, new releases, directors, actors, customer profiles, price, country of manufacture, performance efficiency, safety features, care and maintenance requirements.
	ᵛ Operation and use of store products accurately demonstrated.
SS.14.2 **Recommend Video Products and Accessories**	ᵛ Product knowledge applied to advise customers on available videos, video games, Music CD's, equipment and accessories.
	ᵛ Accurate information provided to customers regarding movie availability, type and content, censors classification, product performance and specifications according to legal requirements.
SS.14.3 **Advise on Membership**	ᵛ Membership application terms and conditions accurately conveyed to customer including due dates for return of rented items, late charges and use of card by unauthorised persons.
	ᵛ Security of customer details maintained according to legal requirements and store policy.
	ᵛ Membership details checked for restricted access prior to rental/release according to legal requirements and store policy.

SS.14.4 Apply Store Video Hire and Return Procedures

ᵥ Selected video cassette visually inspected for damage prior to hire.

ᵥ Video hire procedure accurately completed according to store policy.

ᵥ Proof of age requested and hire refused if applicable, according to legal requirements and store policy.

ᵥ Video returns acknowledged and customer details accurately updated on record system, according to store procedures.

ᵥ Videos visually checked and rewound if required.

ᵥ Damaged or torn covers/slicks replaced as required.

ᵥ Faulty or damaged stock taken out of circulation in line with store procedures.

ᵥ Returned videos replaced on for hire displays, or filed according to store policy.

RANGE OF VARIABLES

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.

ᵥ Store policy and procedures with regard to hiring and selling video products

ᵥ Size, type and location of store

ᵥ Store merchandise range may include:
   - video movies for sale or hire
   - video/television accessories
   - blank video tapes
   - video and computer games
   - music compact discs
   - confectionery and/or promotional products

ᵥ Customer profiles may include:
   - age
   - cultural background
   - previous movie preferences eg. dramas, thrillers, comedy, etc.

ᵥ Visual checking of videos may include:
- tape re-wind
- heat damage, casing warped
- tape damage/breakage/chewed up
- security seals where applicable, especially in regard to videos being swapped

ᵥ Re-circulation of hire stock may include:
- maintenance/repair of damaged stock
- replacement of stock for hire display/file

ᵥ Stock may be displayed in categories which may include:
- series
- alphabetical order (up to third letter)
- themes
- release date
- special promotions
- actor/directors

ᵥ Customers with routine or special requests

ᵥ Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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.

This unit builds on the knowledge and skills gained in Units S.1 Sell Products and Services and S.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

ᵥ Continually updating and applying product knowledge to provide comprehensive advice to customers and staff, including skills in accessing information

ᵥ Consistently applying store policies and procedures and industry codes of practice in regard to sales/customer service procedures

ᵥ Advising customers and informing sales team members of types and features of store range of video products and services, including videos, video games, music CD's, equipment and accessories

ᵥ Advising on and administrating store video membership requirements

ᵥ Demonstrating correct administration of video hire and return procedures in accordance with store policy and procedures

Underpinning Knowledge and Skills

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

ᵥ Knowledge and understanding of store policies and procedures in regard to:

- sales/customer service
- methods of dealing with special needs/requests of customers
- customer complaints
- hire and return of video tapes and games

ᵥ Knowledge and understanding of:

- types and features of store range of video products, including Australian Censors Classification, genre, theme, new releases and care/maintenance requirements
- store range of video services, including membership, hire and return of video tapes and games
- basic operation of the video industry, including copyright and age restrictions

ᵥ Knowledge, understanding and application of relevant:

- legislation and statutory requirements, including consumer law, copyright law
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
  - Manual Handling
  - Workers Compensation.

ᵥ Knowledge of principles, techniques and skills in:

- communicating ideas and information, including methods of establishing rapport with customers using honesty and tact

- working with others and in teams

- handling customers with special needs, including difficult or abusive customers

- solving problems

- keyboard operation to facilitate data entry of customer membership, hire and return of video tapes and games

- operating store range of products, including VCR to television connection

ᵥ Literacy skills in the following areas:

- collecting, analysing and organising information from a variety of sources

- preparing and organising information when gathering evidence of competency for assessment

ᵥ Numeracy skills in regard to data entry

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	2	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

ᵥ apply knowledge and skills which underpin the process required to demonstrate competence including the appropriate key competencies

ᵥ integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.14A Hire and Sell Video Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store video products and services, including hire and return procedures, and demonstrate competency in advising customers on video hire products and services in a variety of sales situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competence.

Unit WRRSS.14A Hire and Sell Video Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

Phase C: *Developing and Recognising Retail Skills.*

Phase D: *Coordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

ᵥ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

ᵥ integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.14A Hire and Sell Video Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills* requires the candidate to demonstrate an ability to develop, deliver and assess the effectiveness of a training program which is based on and relates the selected coordination and specialist elective units to the workplace situation.

The Phase D theme, *Coordinating in a Retail Environment* requires the candidate to demonstrate an ability to coordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

ᵥ a retail environment

ᵥ relevant sources of product information

ᵥ relevant documentation, such as:

- store policy and procedures manuals

- relevant legislation and industry codes of practice, including consumer law, copyright law, censorship and customs

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
   - Manual Handling
   - Workers Compensation

ᵥ access to an appropriate range of video products and services

ᵥ access to a range of customers with different requirements

ᵥ qualified workplace assessor

WRRSS.19A Recommend Music/Audio Products and Services

This unit builds on unit WRRS.2 Advise on Products and Services. It involves the application of knowledge of the store product and services range to provide advice to customers and other sales staff, with regard to the design features, technical characteristics, warranties and prices. It also includes the provision of information on store music/ audio services and repairs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
SS.19.1 **Research Store Music/Audio Product Range**	▪ Product knowledge developed by accessing suppliers' product leaflets, store product manuals, sales representatives, Internet research, warranty information and customer feedback. ▪ Products correctly identified according to operation and use, quality, brand options, product and design features, manufacturing process, country of manufacture and price. ▪ Knowledge and application of manufacturers' technical information and application of product range developed. ▪ Operation of store products accurately demonstrated according to store policy.
SS.19.2 **Recommend Music/Audio Equipment**	▪ Customers' needs identified through use of qualifying questions, in terms of usage requirements, interests, skill level and price range. ▪ Technical features and benefits from manufacturers' specifications accurately conveyed to customers to assist buying decisions. ▪ Operation of Music/Audio equipment demonstrated or explained to customers in a systematic manner as required to create a buying environment.

SS.19.3
Advise on Product Warranties

- Comparisons between product/manufacturers' warranties clearly explained to customers.

- Individual product warranty terms and conditions confirmed by consulting store information, product manuals, warranty cards, designated staff members, or contacting suppliers direct and accurately conveyed to customers.

- Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties according to store policies and procedures.

SS.19.4
Negotiate Price and Payment Options

- Store recommended retail pricing for various brand options accurately conveyed to customers according to Consumer Law.

- Individual product prices negotiated where necessary according to store policy to achieve a sale.

- Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.

SS.19.5
Advise On and Arrange Music/Audio Services and Repairs

- Customer advised on store range of Music/Audio services and repairs according to store policy and procedures.

- Customer questioned to determine nature of problem.

- Problem diagnosed in terms of faults by accessing manufacturer or store information.

- Solutions offered according to nature of problem, available product information, and store policy.

- Service/repair process identified and accurately described to customer as required according to store and manufacturer's policy.

- Price and timelines for basic service/repairs identified and quoted to customer where applicable.

- Customer details identified, accurately recorded on repair forms and item for repair labelled and securely stored according to store procedures and legal requirements.

- Customer notified without undue delay on arrival/completion of service/repair.

RANGE OF VARIABLES

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.

- Store policy and procedures with regard to selling Music/Audio products and services

- Store merchandise range may include:
    - specialist musical instruments
    - pre recorded music
    - accessories, including leads
    - books/manuals
    - sheet music.

- Store service range may include:
    - product service and repairs
    - instrument tuning
    - instrument evaluation and demonstration
    - artist advisory services.

- Diagnosis of problems may occur face to face, by telephone or by correspondence

- Customers with routine or special requests

- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

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.

This unit builds on the knowledge and skills gained in Units WRRS.1 Sell Products and Services and WRRS.2 Advise on Products and Services and should involve the candidate in a broad range of products and services and in an environment featuring limited supervision and where the exercise of choice and judgement is required.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures, legal requirements including consumer law, and industry codes of practice in regard to sales and customer service procedures.

- consistently updating and applying product knowledge to provide comprehensive advice to customers and staff, including technical information in regard to quality, design features, benefits and operation/performance characteristics of store range of Music/Audio equipment and services.

- consistently advising customers and staff on stock availability, warranties and price/payment options.

- consistently applying problem solving strategies to assist customers with equipment faults.

- consistently advising on, negotiating and arranging Music/Audio equipment product services and repairs in accordance with store policy and procedures.

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 store policies and procedures in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - customer complaints

- Knowledge and understanding of:
  - manufacturers' technical information.
  - music/audio equipment accessories,
  - store and manufacturers' music/audio repair services

- Knowledge, understanding and application of relevant:
  - legislation and statutory requirements, including consumer law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Plant and Equipment
    - Hazardous Substances
    - Dangerous Goods
    - Workers Compensation.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information, including methods of establishing rapport with customers using honesty and tact
  - solving problems, including assisting customers with equipment faults
  - using and applying technology relating to operating/demonstrating store range of Music/Audio equipment.

- Literacy skills in the following areas:
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information when gathering evidence of competency for assessment.

- Numeracy skills in the following areas:
  - basic principles of store reporting systems.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	**2**	2	2	**2**	**2**	**2**

Note: The Key Competencies whose levels are in shaded boxes require explicit emphasis

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, Section 3.5 and the Assessment Guidelines, Section 3 of the *National Retail Training Package*.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit

The activity for WRRSS.19 Recommend Music/Audio Products and Services should require the candidate to provide evidence of product knowledge over a broad range of current store Music/Audio equipment, products and services, including technical information and demonstrate competence in recommending and advising customers in a variety of sales situations on Music/Audio equipment products and services, and on equipment faults.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for Certificate III in Retail Operations are set out in the Qualifications, Section 3.5 of the *National Retail Training Package.*

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Unit WRRSS.19. Recommend Music/Audio Products and Services is either a Phase C or a Phase D unit within Certificate III in Retail Operations. Phase C and Phase D are elective streams.

Refer to the Qualifications, Section 3.5 for the other Phase C and Phase D units.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in either Phase C or Phase D has been completed, the candidate will undertake an Integrated Competency Assessment based on the theme for that phase:

    Phase C: *Developing and Recognising Retail Skills.*

    Phase D: *Co-ordinating in a Retail Environment*

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects Unit WRRSS.19 Recommend Music/Audio Products and Services, which are critical to either the theme of Phase C or the theme of Phase D.

The Phase C theme, *Developing and Recognising Retail Skills,* requires the candidate to demonstrate an ability to develop, deliver and asses the effectiveness of a training program which is based on and related the selected co-ordination and specialist elective units to the workplace situation.

The Phase D theme, *Co-ordinating in a Retail Environment* requires the candidate to demonstrate an ability to co-ordinate a team within the elected functional areas of supervision, stock and/or recommending products and services. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's choice of elective units and role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency within either Phase C or Phase D.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate III in Retail Operations.

Resource Implications

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

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

Resources may include:

- a retail environment

- relevant sources of product information

- relevant documentation, such as:

  - store policy and procedures manuals

  - industry codes of practice and relevant legislation

  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - Manual Handling
    - Plant and Equipment
    - Hazardous Substances
    - Dangerous Goods
    - Workers Compensation

- access to an appropriate range of Music/Audio equipment

- access to a range of customers with different requirements

- qualified workplace assessor

Relevant occupational health and safety regulations and codes of practice should be met during delivery of this unit of competency. Specific to this unit is the following consideration: Manual Handling Regulations and Code of Practice.

National Wholesale Retail and Personal Services Industry Training Council LTD

S u i t e   2 E
9   B u r w o o d   R o a d
B u r w o o d   N S W   2 1 3 4

Phone: (02) 9745 3122

Fax: (02) 9745 3010

A C N   0 0 2   7 1 7   6 2 4

Email:
natwraps@natwraps.com.au