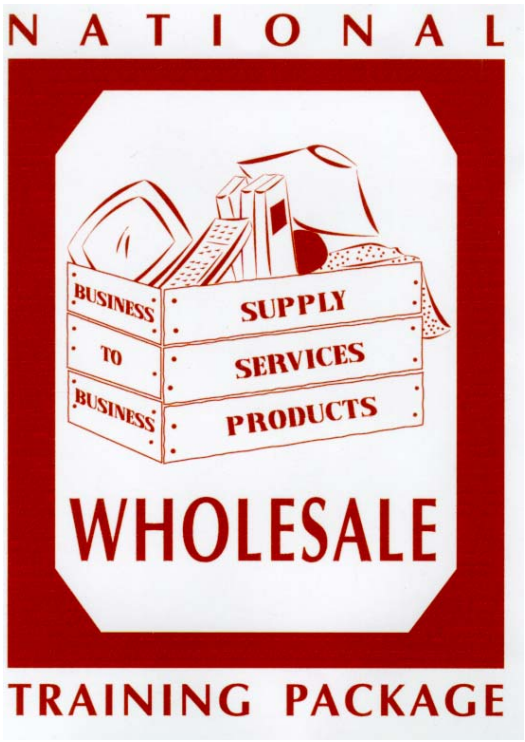

WRW01 NATIONAL WHOLESALE TRAINING PACKAGE

QUALIFICATIONS
ASSESSMENT GUIDELINES
COMPETENCY STANDARDS

for

WRW20101	CERTIFICATE II IN WHOLESALE OPERATIONS
WRW30101	CERTIFICATE III IN WHOLESALE OPERATIONS
WRW40101	CERTIFICATE IV IN WHOLESALE MANAGEMENT
WRW50101	DIPLOMA OF WHOLESALE MANAGEMENT

AUSTRALIAN
NATIONAL TRAINING AUTHORITY

Supporting New Apprenticeships

ENDORSED BY THE NTQC IN 23 MAY.2001 AND AGREED BY MINISTERS.

THIS TRAINING PACKAGE IS TO BE REVIEWED BY 4 MAY, 2004.

THE MATERIAL CONTAINED WITHIN THIS VOLUME IS PART OF THE ENDORSED COMPONENT OF THE TRAINING PACKAGE.

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Published by: Australian Training Products Ltd
Level 25, 150 Lonsdale St
Melbourne 3000
Phone: +61 3 96550600 Fax: +61 3 9639 4684
www.atpl.net.au e-mail: sales@atpl.net.au

First published: June 2001

Stock Code Number: atp9148

ISBN: 0 642 80061 8

WRW01 Wholesale Training Package V1 (CD Rendition)

Printed by: Document Printing Australia, Melbourne, Australia

AESharenet Code: P

Print Version No: 1
7/11/2003

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Version 1

MODIFICATION HISTORY – ENDORSED MATERIALS

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information (www.ntis.gov.au)

WHOLESALE TRAINING PACKAGE – WRW01			**SHEET: 1 OF 1**
Version	**Date of Release**	**Authorisation**	**Comments**
1	7/11/2003	ANTA	Units of competency imported from the Retail Training Package were updated to reflect the current version of each unit, drawn from the reviewed Retail Training Package. 'A' version units (WRR97) were replaced by 'B' version units (WRR02). Amended documents: • Contents • Qualifications • Background to Competency Standards • Competency Standards (replacement of pages 497 onwards) The following 'A' version units were replaced by the equivalent 'B' versions: WRRCS.1A Communicate in the workplace WRRCS.3A Interact with customers WRRCS.4A Co-ordinate interaction with customers WRRER.1A Work effectively in a retail environment WRRER.2A Co-ordinate work teams WRRER.3A Maintain employee relations WRRF.3A Produce financial reports WRRI.1A Perform stock control procedures 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 WRRM.1A Merchandise products WRRM.2A Perform routine housekeeping duties WRRM.3A Co-ordinate merchandise presentation 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 WRRPM.1A Administer human resources policy WRRPM.2A Recruit and select personnel WRRPM.3A Lead and manage people WRRPL.2A Set strategic plans WRRPL.3A Initiate and implement change WRRS.3A Co-ordinate sales performance Note: WRRM.4A Coordinate housekeeping has not been replaced
1.00	23/05/2001	NTQC	Primary Release

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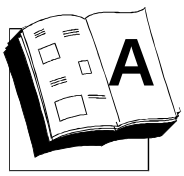

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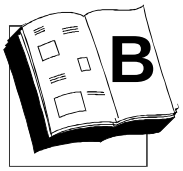

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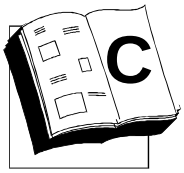

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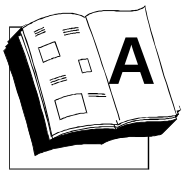

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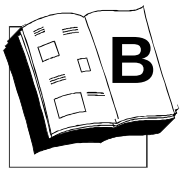

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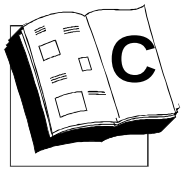

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INTRODUCTION TO THE WHOLESALE TRAINING PACKAGE

Training Packages are a key feature of vocational education and training for industries in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simpler, flexible and more relevant to the needs of industry. Training Packages are:

- Developed by industry for industry
- Encourage training at work
- Provide pathways for people to become competent

A Training Package comprises two components: endorsed and support materials. The endorsed components are endorsed by ANTA's National Training Quality Council (NTQC).

The endorsed components consist of three elements:

Competency Standards that specify the knowledge and skills needed for work within the scope of the Training Package and which provide an industry benchmark for assessment.

National Qualifications within the Australian Qualifications Framework (AQF) which are awarded when a person has been assessed as competent in a combination of competencies. Where a person achieves competency in fewer competencies than those required for a qualification, a Statement of Attainment is awarded.

Assessment Guidelines that provide a framework in which is accurate, reliable and valid assessment of the applicable competency standards may take place. The guidelines provide an important part of the quality assurance for the issuing of qualifications.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials which can be used to support the endorsed components of the Training Package. These learning strategies can be developed by Registered Training Organisations, commercial developers, State Training Authorities and by ANTA to support the implementation of the Training Package. While there is an approval process provided by ANTA – a "noting" of the strategies, this is not compulsory as Registered Training Organisations are not required to submit learning strategies to ANTA.

The Training Package provides considerable flexibility by allowing qualifications to be achieved using specialised and related units of competency specific to the wholesale sector. A limited number of product or function specific units from other Training Packages are able to be selected to complement the diverse needs of this industry.

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SCOPE OF THE WHOLESALE TRAINING PACKAGE

The nature of the Wholesale industry is unique in that it impacts on almost all other industries in a business-to-business relationship; this was fundamental to understanding the nature of the industry in the development of competency standards to suit the needs of a great diversity of businesses.

In 1999, it was determined the wholesale industry required the development of an extensive range of competencies in order for it to continue to contribute to the Australian economy and the skills of its workforce.

The issue of wholesaling sectors is important in terms of the industry's perception of itself, as product becomes a defining factor, for example a soft drink wholesaler, or a clothing wholesaler. This had ramifications for the Wholesale Training Package which ensured issues relating to product were addressed, through the ability to select product specific units from other competency standards.

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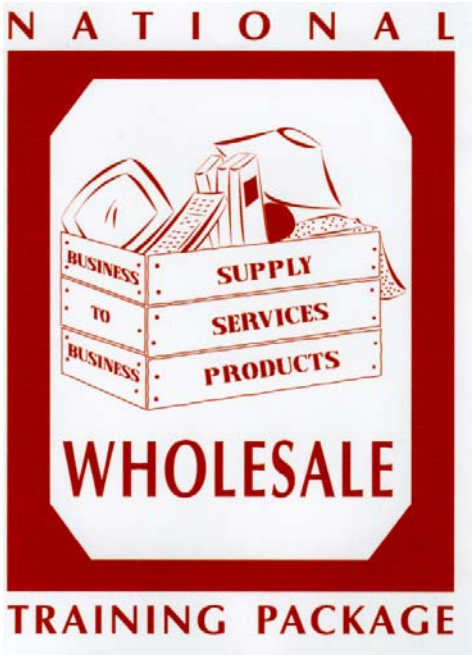

NATIONAL WHOLESALE TRAINING PACKAGE

NATIONAL QUALIFICATIONS
for

WRW20101	CERTIFICATE II IN WHOLESALE OPERATIONS
WRW30101	CERTIFICATE III IN WHOLESALE OPERATIONS
WRW40101	CERTIFICATE IV IN WHOLESALE MANAGEMENT
WRW50101	DIPLOMA OF WHOLESALE MANAGEMENT

AUSTRALIAN
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Supporting New Apprenticeships

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SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The Wholesale Training Package is developed by the National Wholesale Retail and Personal Services (WRAPS) Industry Training Council. Their national network operates under an industry designed training system that seeks to ensure Training Packages advance the industry and Australia's competitiveness.

National consistency of outcomes and quality assurance within the national **Wholesale Training Package** (WRW01) consists of three major components:

- National Qualifications
- Assessment Guidelines
- National Wholesale Competency Standards

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Quality Council (NTQC) and establish the criteria and guidelines against which training and assessment for those working in wholesaling is carried out and credentialled nationally.

All materials have been developed through a consultative process with the industry in conjunction with the WRAPS Network. Details of the National Industry Reference Group for the development of the Wholesale Training Package are included in Section 5.

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SECTION 2: QUALIFICATIONS COVERAGE

2.1 QUALIFICATIONS FRAMEWORK COVERAGE

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRW20101	Certificate II in Wholesale Operations
WRW30101	Certificate III in Wholesale Operations
WRW40101	Certificate IV in Wholesale Management
WRW50101	Diploma of Wholesale Management

2.2 CUSTOMISATION OF QUALIFICATIONS

The customisation guidelines in this Training Package set the boundaries of change accepted within the qualifications framework.

The Wholesale competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. It is intended that the standards will be customised to reflect specific structures, standards and service delivery of individual organisations and enterprises. Customising must maintain the integrity of the original qualification outcomes and structure.

Customisation may include:

1. Applying packaging rules defined in the qualification. This includes:
    - Choosing electives from the available units
    - Choosing optional units from other endorsed Training Package according to the defined rules

2. Amending units by contextualizing the language in elements and performance criteria. By adding to the Range of Variables and by specific reference to skills or knowledge in the Evidence Guide.

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3. Where elective Units of Competency are selected from other Training Packages not listed here, it is strongly recommended that these be taken from Units of Competency which are:

   - Product specific to the industry sector (eg: Seafood or Electrotechnology); or
   - Related to functional areas of service within the appropriate industry sector (eg: TDTA3198A/02 "Prepare consignment documentation").

Where enterprises have developed their own set of standards, there are a number of options:

- Mapping the enterprise standards to the relevant qualification package. Where there is a substantial match it may be that the organisation chooses to continue to use the enterprise standards for training and other HR functions **but** to gain a national qualification, assessment must be against the national standards
- Adding enterprise specific content to the package according to the customising options listed above
- Seeking endorsement as national enterprise standards. To achieve this, the organisation must be national and the standards will need to be developed according to ANTA guidelines. Endorsement may be through the national ITAB or by the organisation/enterprise seeking national recognition.

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2.3 SUMMARY OF UNITS OF COMPETENCY COVERED

WHOLESALE Unit of Competency Stream and Title		AQF Alignment			
		2	3	4	5
Purchasing and Supply					
WRWPS201A	Process Purchases	✓			
WRWPS302A	Administer Supply into a Business		✓		
WRWPS403A	Purchase Products and Services			✓	
WRWPS504A	Develop Purchasing Strategies				✓
Inventory					
WRWI301A	Monitor Inventory Capacity to Meet Demand		✓		
WRWI402A	Plan Inventory Levels			✓	
Product Management					
WRWPL201A	Access Product and Service Performance Data	✓	✓	✓	✓
WRWPL302A	Process Product and Service Data		✓		
WRWPL403A	Maximise Sales of Branded Products			✓	
WRWPL504A	Review Product/ Service Performance				✓
WRWPL505A	Maximise Product Sales and Market Share				✓
WRWPL506A	Manage Distribution Processes				✓
WRWPL507A	Forecast Product Performance				✓
WRWPL508A	Improve Supply and Distribution Chains				✓
Marketing					
WRWMK201A	Provide Marketing and Promotion Program Support	✓			
WRWMK202A	Conduct Telemarketing	✓			
WRWMK303A	Implement Advertising and Promotional Activities		✓		
WRWMK404A	Market Products			✓	
WRWMK405A	Seize a Business Opportunity			✓	
WRWMK506A	Manage Promotional Activities				✓
WRWMK507A	Develop a Sales Strategy				✓
WRWMK508A	Devise a Strategic Marketing Plan				✓

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WHOLESALE Unit of Competency Stream and Title		AQF Alignment 2	 3	 4	 5
Selling and Sales Management					
WRWSL201A	Sell Products and Services to Business Customers	✓	✓	✓	✓
WRWSL202A	Build Sales Relationships		✓	✓	✓
WRWSL203A	Use Computers as Part of Business and E-commerce Processes	✓	✓	✓	✓
WRWSL304A	Optimise Customer and Territory Coverage		✓		
WRWSL305A	Analyse and Achieve Sales Targets		✓		
WRWSL306A	Build Sales of Branded Products		✓		
WRWSL407A	Lead a Sales Team			✓	
WRWSL408A	Train Sales Team Operatives			✓	
WRWSL509A	Manage Sales Teams				✓
Business Service					
WRWWS201A	Confirm Wholesale Business Practices	✓	✓	✓	✓
WRWWS302A	Maintain Business to Business Relationships		✓	✓	✓
WRWWS403A	Develop Business to Business Relationships			✓	✓
WRWWS504A	Manage Business Customers				✓
Operations and Planning					
WRWOP201A	Comply with Legislative Requirements Impacting Business Activities	✓	✓	✓	✓
WRWOP402A	Maintain Operational Quality and Productivity			✓	✓
WRWOP403A	Monitor Compliance with Legal and Legislative Requirements Impacting Business Operations			✓	✓
WRWOP404A	Negotiate Contracts			✓	
WRWOP405A	Implement Product Recalls			✓	
WRWOP406A	Manage and Promote Business to Business E-commerce Solutions			✓	
WRWOP407A	Maintain Workplace Safety			✓	✓
WRWOP508A	Implement E-commerce Business Solutions				✓
WRWOP509A	Benchmark and Continuously Improve Operational Quality				✓
WRWOP510A	Establish Compliance with Legal and Legislative Requirements				✓
Finance					
WRWFN201A	Complete Debtor Processes	✓			
WRWFN302A	Manage Debtor Processes		✓		
WRWFN403A	Manage Operations to Budget			✓	✓
WRWFN504A	Manage Prices				✓

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2.4 UNITS OF COMPETENCY FROM OTHER TRAINING PACKAGES

Training Package and Unit of Competency Title	AQF Alignment			
Transport and Distribution Training Package TDT 97	**2**	**3**	**4**	**5**
TDT E6 97B Collect and Present Workplace Data and Information			✓	
TDTJ7 98A Conduct Internal Quality Audits				✓
TDTB10 98A Plan and Implement Maintenance Schedules				✓
TDTK6 98A Evaluate Software Requirements and Hardware Enhancements				✓
TDTO5 98A Plan and Manage Security Procedures for the Enterprise				✓
TDTR3 98A Contract Transport and Distribution Services				✓
TDTQ8 98A Negotiate a Contract				✓
Call Centre Training Package ICCTC2000	**2**	**3**	**4**	**5**
ICTTC202A Use specific enterprise systems to satisfy customer requirements	✓			
ICTTC203A Navigate and interrogate specific enterprise systems to satisfy customer requirement		✓		
ICTTC210A Process sales of limited product/ service from incoming calls	✓			
ICTTC211A Process sales of complex product/ service and where customer is unsure of available options		✓		
ICTTC212A Process sales which commit both customer and enterprise to considerable financial commitment		✓		
Training Package For National Assessors And Workplace Trainers BSZ98	**2**	**3**	**4**	**5**
BSZ404A Train Small Groups			✓	
BSZ401A Plan Assessment			✓	
BSZ402A Conduct Assessment			✓	
BSZ403A Review Assessment			✓	
Public Services Training Package PSP99	**2**	**3**	**4**	**5**
PSPPROC301A Procure Goods and Services		✓		
PSPPROC403A Award Contracts			✓	
PSPPROC404A Manage Contracts			✓	
PSPPROC401A Plan Procurement			✓	
PSPPROC402A Request and Receive Offers			✓	

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Training Package and Unit of Competency Title		AQF Alignment			
Retail Training Package WRR02		**2**	**3**	**4**	**5**
WRRCS1B	Communicate in the Workplace	✓	✓	✓	✓
WRRM2B	Perform Routine Housekeeping Duties	✓	✓	✓	✓
WRRLP1B	Apply Safe Working Practices	✓	✓		
WRRER1A	Work Effectively in a Retail Environment	✓	✓		
WRRCS3B	Interact with Customers	✓			
WRRLP2B	Minimise Theft	✓			
WRRI1B	Perform Stock Control Procedures	✓			
WRRM1B	Merchandise Products	✓			
WRRM3B	Co-ordinate Merchandise Presentation		✓		
WRRM.4A	Co-ordinate Housekeeping		✓		
WRRS3B	Co-ordinate Sales Performance		✓		
WRRCS4B	Co-ordinate Interaction with Customers		✓		
WRRLP3B	Maintain Store Safety		✓		
WRRLP5B	Apply Store Security Systems and Procedures		✓		
WRRLP4B	Maintain Store Security		✓		
WRRER2B	Co-ordinate Work Teams		✓		
WRRER3B	Maintain Employee Relations		✓		
WRRO1B	Manage Merchandise and Store Presentation			✓	
WRRO2B	Manage Sales and Service Delivery			✓	
WRRO3B	Provide a Safe Working Environment			✓	
WRRO5B	Control Inventory			✓	
WRRO4B	Control Store Security/Loss			✓	
WRRF3B	Produce Financial Reports			✓	
WRRPM1B	Administer Human Resources Policy			✓	
WRRPM2B	Recruit and Select Personnel			✓	
WRRPM3B	Lead and Manage People			✓	
WRRO6B	Manage Store Facilities			✓	
WRRPL2B	Set Strategic Plans				✓
WRRPL3B	Initiate and Implement Change				✓

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SECTION 3: QUALIFICATIONS FRAMEWORK

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 units of competency. The competencies relate to work in a general way and broadly define the skill requirements of work in changing industry and enterprise contexts.

The Australian National Training Authority (ANTA) guidelines on qualifications packaging were used in the development of the Wholesale Training Package qualifications framework. The following principles apply:

1. Qualifications packaging achieves flexibility to enable enterprises and individuals to select combinations of competency standards relevant to their training needs;

2. Competency standards are grouped in combinations that are meaningful to industry in a workplace context and reflect workplace outcomes;

3. Qualifications have a coherent structure which may include a common core of essential units, and/ or specialist units, and/ or pre-requisite units, and/ or electives;

4. The packaging structure maximises the potential for choice within the boundaries agreed by industry as essential for competent performance;

5. For New Apprenticeships, qualifications have a mix of core, specialist and/ or elective units;

6. Endorsed competency standards from other Training Packages and other industry areas are utilised wherever possible after consultation and agreements with the relevant industry;

7. Only the packaging of units is aligned to the Australian Qualifications Framework (AQF);

8. Only those qualification levels relevant to the industry need be included;

9. Generally as the AQF level increases so does the complexity of skills and knowledge, either through increased breadth of functions or degree of specialisation and associated levels of autonomy and responsibility; and

Note: In this Package the industry identified a small core of units that were considered essential at all levels of the AQF.

10. Characteristics considered in packaging of units include autonomy, responsibility and accountability, complexity of skills and knowledge, contexts of application, choice and range of contingencies, and discretion and judgement.

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3.2 STRUCTURE OF THE QUALIFICATIONS

The National Wholesale Training Package (NWTP) provides for the achievement of national qualifications by packaging the National Wholesale Competency Standards against the Australian Qualifications Framework (AQF). The National Wholesale Competency Standards have been packaged into AQF levels II to V so that achievement of the core and elective competencies at a given level, leads to the qualification/s identified at the corresponding level of the AQF.

Australian Qualifications Framework		National Wholesale Training Package
Level II	Certificate II	Certificate II in Wholesale Operations
Level III	Certificate III	Certificate III in Wholesale Operations
Level IV	Certificate IV	Certificate IV in Wholesale Management
Level V	Diploma	Diploma of Wholesale Management

By this alignment of wholesale qualifications to the AQF, the competency requirements of work in general are applied directly to the wholesale industry.

The Wholesale Training Package/ AQF qualifications:

- Provide nationally consistent recognition of outcomes achieved in post-compulsory education.
- 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.
- Assist individuals in seeing the relationships between employment, vocational education and training, lifelong learning and building career paths.
- 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.
- Will contribute positively to improving national economic performance by developing a more highly skilled and talented workforce.

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3.3 AUSTRALIAN QUALIFICATIONS FRAMEWORK DESCRIPTORS

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

Distinguishing features of qualification levels according to the Australian Qualifications Framework, *Implementation Handbook* Second Edition (1999:21).

Certificate II

On completion of Certificate II, a graduate will be able to:

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Take limited responsibility for own outputs in work and learning

Certificate III

On completion of Certificate III, a graduate will be able to:

- Demonstrate some relevant theoretical knowledge
- Apply a range of well developed skills
- Apply known solutions to a variety of predictable problems
- Perform processes that require a range of well developed skills where some discretion and judgement is required
- Interpret available information, using discretion and judgement
- Take responsibility for own outputs in work and learning
- Take some responsibility for the output of others

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Certificate IV

On completion of Certificate IV, a graduate will be able to:

- Demonstrate understanding of a broad knowledge base incorporating some theoretical knowledge
- Apply solutions to a defined range of unpredictable problems
- Identify and apply skills and knowledge areas to a wide variety of contexts with depth in some areas
- Identify, analyse and evaluate information from a variety of sources
- Take responsibility for own outputs in relation to specific quality standards
- Take limited responsibility for the quality and quantity of the output of others

Diploma

On completion of the Diploma, a graduate will be able to:

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

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SECTION 4: THE WHOLESALE QUALIFICATIONS MODEL

The following section outlines the packaging of units of competency into qualification pathways. Core units of competency are identified in the qualification and it is possible to select or source elective units from the Wholesale Training Package or indeed related Training Packages.

4.1 QUALIFICATION REQUIREMENTS

	Requirements for Qualification(s)		
Qualification	**Total Number of core units required**	**Total Number of Elective units required**	**Total Number of Units Required**
Certificate II in Wholesale Operations	9	2	**11**
Certificate III in Wholesale Operations	11	7	**18**
Certificate IV in Wholesale Management	15	11	**26**
Diploma of Wholesale Management	17	16	**33**

4.1.1 ENTRY ADVICE

Entry into Wholesale qualifications include statements relating to language literacy and numeracy skills which are used as an entry benchmark for:

- Reading and writing
- Oral Communication
- Numeracy and mathematics

4.1.2 NEW APPRENTICESHIP PATHWAYS

New Apprenticeship pathways would be applicable in the Wholesale Training Package for:

WRW20101	Certificate II in Wholesale Operations
WRW30101	Certificate III in Wholesale Operations
WRW40101	Certificate IV in Wholesale Management

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4.2 WRW20101 CERTIFICATE II IN WHOLESALE OPERATIONS

Descriptor: WRW20101 is regarded as an entry level qualification for the Wholesale industry.

Entry Advice: **Reading and writing -** Read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated

Oral communication - Use and respond to language, around everyday subject matter which may include some unfamiliar aspects, for a range of purposes in a number of contexts which may be interrelated

Numeracy and mathematics - Attempt a series of operations or tasks with some confidence; be able to select the appropriate method or approach required, and would be able to communicate ideas both verbally and in written form. Learners would be at ease with straightforward calculations either manually and/or using a calculator.

Qualification: Requirements for the achievement of the qualification involve the completion of 9 Core Units and 2 Elective Units.

Both elective units may be chosen from units packaged at Level II in the Wholesale Training Package, or:

- *At least one must be taken from all Units packaged at AQF Level II in the Wholesale Training Package, and*
- *One Elective may be chosen from another Training Package at an AQF Level II.*

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CORE UNITS OF COMPETENCY – CERTIFICATE II IN WHOLESALE OPERATIONS	
WHOLESALE TRAINING PACKAGE WRW01	**AQF ALIGNMENT**
Product Management	
WRWPL201A Access Product and Service Performance Data	2
Selling and Sales Management	
WRWSL201A Sell Products and Services to Business Customers	2
WRWSL203A Use Computers as Part of Business and E-commerce Processes	2
Business Service	
WRWWS201A Confirm Wholesale Business Practices	2
Operations and Planning	
WRWOP201A Comply with Legislative Requirements Impacting Business Activities	2
RETAIL INDUSTRY TRAINING PACKAGE WRR02	
WRRCS1B Communicate in the Workplace	2
WRRM2B Perform Routine Housekeeping Duties	2
WRRLP1B Apply Safe Working Practices	2
WRRER1B Work Effectively in a Retail Environment	2

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ELECTIVE UNITS OF COMPETENCY – CERTIFICATE II IN WHOLESALE OPERATIONS		
WHOLESALE TRAINING PACKAGE WRW01		
Purchasing and Supply		
WRWPS201A	Process Purchases	2
Marketing		
WRWMK201A	Provide Marketing and Promotion Program Support	2
WRWMK202A	Conduct Telemarketing	2
Finance		
WRWFN201A	Complete Debtor Processes	2
RETAIL INDUSTRY TRAINING PACKAGE WRR02		
WRRCS3B	Interact with Customers	2
WRRLP2B	Minimise Theft	2
WRRI1B	Perform Stock Control Procedures	2
WRRM1B	Merchandise Products	2
CALL CENTRE TRAINING PACKAGE ICCTC2000		
ICTTC202A	Use Specific Enterprise Systems to Satisfy Customer Requirements	2
ICTTC210A	Process Sales of Limited Product/ Service from Incoming Calls	2

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4.3 WRW30101 CERTIFICATE III IN WHOLESALE OPERATIONS

Descriptor: WRW30101 allows learners to develop a broader knowledge for application to the wholesale industry.

Entry Advice: **Reading and writing -** Read, comprehend and write a range of texts within a variety of contexts

Oral communication - Use and respond to spoken language including some unfamiliar material within a variety of contexts

Numeracy and mathematics - Recognise and use some of conventions and symbolism of formal mathematics including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies

Qualification: Requirements for the achievement of the qualification involve the completion of 11 Core units and 7 Elective units.

All 7 elective units may be chosen from units packaged at Level III of the Wholesale Training Package, or:

- *At least three elective units **must** be selected from the Units of Competency packaged at AQF Level III in the Wholesale Training Package*
- *Two elective Units of Competency **may** be chosen from units packaged at AQF Level II within the Wholesale Training Package*
- Two elective Units of Competency **may** be chosen from other Training Packages at AQF Level III.

A person who has completed Certificate II in Wholesale Operations:

- Will be granted credit for the nine core units previously completed at Certificate II level, and must complete a further two core units at Certificate III level,
- Will be granted credit for the two elective units previously completed at Certificate II and must complete five elective units, of which:
  - All 5 elective units may be chosen from units packages at Level III of the Wholesale Training Package, or:
    - *At least 3 elective units must be from units packaged at Level III in the Wholesale Training Package, and*
    - *Two elective units may be selected from other Training Packages at AQF Level III*

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CORE UNITS OF COMPETENCY – CERTIFICATE III IN WHOLESALE OPERATIONS		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Product Management		
WRWPL201A	Access Product and Service Performance Data	2
Selling and Sales Management		
WRWSL201A	Sell Products and Services to Business Customers	2
WRWSL202A	Build Sales Relationships	3
WRWSL203A	Use Computers as Part of Business and E-commerce Processes	2
Business Service		
WRWWS201A	Confirm Wholesale Business Practices	2
WRWWS302A	Maintain Business to Business Relationships	3
Operations and Planning		
WRWOP201A	Comply with Legislative Requirements Impacting Business Activities	2
RETAIL INDUSTRY TRAINING PACKAGE WRR02		**AQF ALIGNMENT**
WRRCS1B	Communicate in the Workplace	2
WRRM2B	Perform Routine Housekeeping Duties	2
WRRLP1B	Apply Safe Working Practices	2
WRRER1A	Work Effectively in a Retail Environment	2

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ELECTIVE UNITS OF COMPETENCY – CERTIFICATE III IN WHOLESALE OPERATIONS		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Purchasing and Supply		
WRWPS302A	Administer Supply into a Business	3
Inventory		
WRWI301A	Monitor Inventory Capacity to Meet Demand	3
Product Management		
WRWPL302A	Process Product and Service Data	3
Marketing		
WRWMK303A	Implement Advertising and Promotional Activities	3
Selling and Sales Management		
WRWSL304A	Optimise Customer and Territory Coverage	3
WRWSL305A	Analyse and Achieve Sales Targets	3
WRWSL306A	Build Sales of Branded Products	3
Finance		
WRWFN302A	Manage Debtor Processes	3
RETAIL INDUSTRY TRAINING PACKAGE WRR02		
WRRM3B	Co-ordinate Merchandise Presentation	3
WRRM.4A	Co-ordinate Housekeeping	3
WRRS3B	Co-ordinate Sales Performance	3
WRRCS4B	Co-ordinate Interaction with Customers	3
WRRLP3B	Maintain Store Safety	3
WRRLP5B	Apply Store Security Systems and Procedures	3
WRRLP4B	Maintain Store Security	3
WRRER2B	Co-ordinate Work Teams	3
WRRER3B	Maintain Employee Relations	3
CALL CENTRE TRAINING PACKAGE ICCTC2000		
ICTTC203A	Navigate and Interrogate Specific Enterprise Systems to Satisfy Customer Requirement	3
ICTTC211A	Process Sales of Complex Product/ Service and Where Customer is Unsure of Available Options	3
ICTTC212A	Process sales Which Commit Both Customer and Enterprise to Considerable Financial Commitment	3
PUBLIC SERVICES TRAINING PACKAGE PSP99		
PSPPROC301A	Procure goods and services	3

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4.4 WRW40101 CERTIFICATE IV IN WHOLESALE MANAGEMENT

Descriptor: WRW40101 prepares learners for a leadership role in the Wholesale Industry

Entry Advice: **Reading and writing -** Read, comprehend and write a range of texts within a variety of contexts

Oral communication - Use and respond to spoken language including some unfamiliar material within a variety of contexts

Numeracy and mathematics - Recognise and use some of conventions and symbolism of formal mathematics including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies

Qualification: Requirements for the achievement of the qualification involve the completion of 15 Core Units of Competency and 11 Elective Units of Competency.

All eleven elective units may be chosen from units packaged at Level IV in the Wholesale Training Package, or:

- *at least six elective units **must** be chosen from the Units of Competency packaged at AQF Level IV in the Wholesale Training Package*
- *three elective units **may** be chosen from Units of Competency packaged at AQF level III of the Wholesale Training Package*
- *two elective units may be chosen from another Training Package at AQF level IV.*

A person who has completed the Certificate III in Wholesale Operations will be granted credit for the following nine Core units:

WRWPL201A	Access product and service performance data
WRWSL201A	Sell products and services to business customers
WRWSL202A	Build sales relationships
WRWSL203A	Use computers as part of business and e-commerce processes
WRWS101A	Confirm wholesale business practices
WRWS302A	Maintain business to business relationships
WRWOP201A	Comply with government legislative requirements impacting business activities
WRRCS1A	Communicate in the workplace
WRRM2A	Perform routine housekeeping duties

- A further six core units must be completed at Certificate IV level.

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- Credit will be given for five of the elective units completed in the Certificate III in Wholesale Operations. A further six elective units must be completed:
  - All six elective units may be chosen from units packaged at Level IV in the Wholesale Training Package, or:
    - *At least four elective units must be from units packaged at Level IV in the Wholesale Training Package, and*
    - *Two elective units may be selected from other Training Packages at AQF Level IV*

CORE UNITS OF COMPETENCY – CERTIFICATE IV IN WHOLESALE MANAGEMENT		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Product Management		
WRWPL201A	Access Product and Service Performance Data	2
Marketing		
WRWMK405A	Seize a Business Opportunity	4
Selling and Sales Management		
WRWSL201A	Sell Products and Services to Business Customers	2
WRWSL202A	Build Sales Relationships	3
WRWSL203A	Use Computers as Part of Business and E-commerce Processes	2
Business Service		
WRWWS201A	Confirm Wholesale Business Practices	2
WRWWS302A	Maintain Business to Business Relationships	3
WRWWS403A	Develop Business to Business Relationships	4
Operations and Planning		
WRWOP201A	Comply with Legislative Requirements Impacting Business Activities	2
WRWOP402A	Maintain Operational Quality and Productivity	4
WRWOP403A	Monitor Compliance with Legal and Legislative Requirements Impacting business Operations	4
WRWOP407A	Maintain Workplace Safety	4
Finance		
WRWFN403A	Manage Operations to Budget	4
RETAIL INDUSTRY TRAINING PACKAGE WRR02		
WRRCS1B	Communicate in the Workplace	2
WRRM2B	Perform Routine Housekeeping Duties	2

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ELECTIVE UNITS OF COMPETENCY – CERTIFICATE IV IN WHOLESALE MANAGEMENT		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Purchasing and Supply		
WRWPS403A	Purchase Products and Services	4
Inventory		
WRWI402A	Plan Inventory Levels	4
Product Management		
WRWPL403A	Maximise Sales of Branded Products	4
Marketing		
WRWMK404A	Market Products	4
Selling and Sales Management		
WRWSL407A	Lead a Sales Team	4
WRWSL408A	Train Sales Team Operatives	4
Operations and Planning		
WRWOP404A	Negotiate Contracts	4
WRWOP405A	Implement Product Recalls	4
WRWOP406A	Manage and Promote business to Business E-commerce Solutions	4
RETAIL INDUSTRY TRAINING PACKAGE WRR02		
WRRO1B	Manage Merchandise and Store Presentation	4
WRRO2B	Manage Sales and Service Delivery	4
WRRO3B	Provide a Safe Working Environment	4
WRRO5B	Control Inventory	4
WRRO4B	Control Store Security/Loss	4
WRRF3B	Produce Financial Reports	4
WRRPM1B	Administer Human Resources Policy	4
WRRPM2B	Recruit and Select Personnel	4
WRRPM3B	Lead and Manage People	4
WRRO6B	Manage Store Facilities	4
TRAINING PACKAGE FOR ASSESSMENT AND WORKPLACE TRAINING BSZ98		
BSZ404A	Train Small Groups	4
BSZ401A	Plan Assessment	4
BSZ402A	Conduct Assessment	4
BSZ403A	Review Assessment	4
TRANSPORT AND DISTRIBUTION TRAINING PACKAGE TDT 97		
TDT E6 97B	Collect and Present Workplace Data and Information	4
PUBLIC SERVICES TRAINING PACKAGE - PSP99		
PSPPROC403A	Award Contracts	4
PSPPROC404A	Manage Contracts	4
PSPPROC401A	Plan Procurement	4
PSPPROC402A	Request and Receive Offers	4

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4.5 WRW50101 DIPLOMA OF WHOLESALE MANAGEMENT

Descriptor: WRW50101 is for managers and leaders with the Wholesale Industry

EntryAdvice: **Reading and writing -** Read, comprehend and write a range of texts within a variety of contexts

Oral communication - Use and respond to spoken language including some unfamiliar material within a variety of contexts

Numeracy and mathematics - Recognise and use some of conventions and symbolism of formal mathematics including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies

Qualification: Requirements for the achievement of the qualification involve the completion of 17 Core Units of Competency and 16 Elective Units of Competency

- All sixteen elective units may be chosen from Units of Competency packaged at AQF level V in the Wholesale Training Package, or:
    - *At least eight units **must** be selected from the Units of Competency packaged at AQF Level V in the Wholesale Training Package*
    - *Six elective units may be chosen from the Wholesale Training Package;*
    - *at least four from units packaged at AQF Level IV*
    - *two from units packaged at AQF Level III*
    - *A maximum of two elective units may be chosen from other Training Packages at AQF Level V.*

A person who has completed the Certificate IV in Wholesale Management:

- Will be granted credit for all core units previously completed at Certificate IV level, and must complete a further two core units at the Diploma level

- Will be granted credit for eight of the elective units previously completed at Certificate IV and must complete a further eight elective units.

    – All eight elective units *may* be chosen from units packaged at Level V in the Wholesale Training Package, or:

        – *At least six must be from elective units packaged at Level V in the Wholesale Training Package*

        – *Up to two elective units may be selected from other Training Packages at AQF Level V.*

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CORE UNITS OF COMPETENCY – DIPLOMA OF WHOLESALE MANAGEMENT		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Product Management		
WRWPL201A	Access Product and Service Performance Data	2
Marketing		
WRWMK405A	Seize a Business Opportunity	4
Selling and Sales Management		
WRWSL201A	Sell Products and Services to Business Customers	2
WRWSL202A	Build Sales Relationships	3
WRWSL203A	Use Computers as Part of Business and E-commerce Processes	2
Business Service		
WRWWS201A	Confirm Wholesale Business Practices	2
WRWWS302A	Maintain Business to Business Relationships	3
WRWWS403A	Develop Business to Business Relationships	4
Operations and Planning		
WRWOP201A	Comply with Legislative Requirements Impacting Business Activities	2
WRWOP402A	Maintain Operational Quality and Productivity	4
WRWOP403A	Monitor Compliance with Legal and Legislative Requirements Impacting business Operations	4
WRWOP407A	Maintain Workplace Safety	4
WRWOP509A	Benchmark and Continuously Improve Operational Quality	5
WRWOP510A	Establish Compliance with Legal and Legislative Requirements	5
Finance		
WRWFN403A	Manage Operations to Budget	4
RETAIL INDUSTRY TRAINING PACKAGE WRR 97		
WRRCS1B	Communicate in the Workplace	2
WRRM2B	Perform Routine Housekeeping Duties	2

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ELECTIVE UNITS OF COMPETENCY – DIPLOMA OF WHOLESALE MANAGEMENT		
WHOLESALE TRAINING PACKAGE WRW01		**AQF ALIGNMENT**
Purchasing and Supply		
WRWPS504A	Develop Purchasing Strategies	5
Product Management		
WRWPL504A	Review Product/ Service Performance	5
WRWPL505A	Maximise Product Sales and Market Share	5
WRWPL506A	Manage Distribution Processes	5
WRWPL507A	Forecast Product Performance	5
WRWPL508A	Improve Supply and Distribution Chains	5
Marketing		
WRWMK506A	Manage Promotional Activities	5
WRWMK507A	Develop a Sales Strategy	5
WRWMK508A	Devise a Strategic Marketing Plan	5
Selling and Sales Management		
WRWSL509A	Manage Sales Teams	5
Business Service		
WRWWS504A	Manage Business Customers	5
Operations and Planning		
WRWOP508A	Implement E-commerce Business Solutions	5
Finance		
WRWFN504A	Manage Prices	5
RETAIL INDUSTRY TRAINING PACKAGE WRR02		
WRRPL2B	Set Strategic Plans	5
WRRPL3B	Initiate and Implement Change	5
TRANSPORT AND DISTRIBUTION TRAINING PACKAGE TDT 97		
TDT J7 98A	Conduct Internal Quality Audits	5
TDT B10 98A	Plan and Implement Maintenance Schedules	5
TDT K6 98A	Evaluate Software Requirements and Hardware Enhancements	5
TDT O5 98A	Plan and Manage Security Procedures for the Enterprise	5
TDT R3 98A	Contract Transport and Distribution Services	5
TDT Q8 98A	Negotiate a Contract	5

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SECTION 5: NATIONAL INDUSTRY REFERENCE GROUP – WHOLESALE TRAINING PACKAGE DEVELOPMENT PROJECT

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Christopher Calvert	Research Officer	Transport and Distribution Training Australia
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Barry Cochran	National Vice President	AWU
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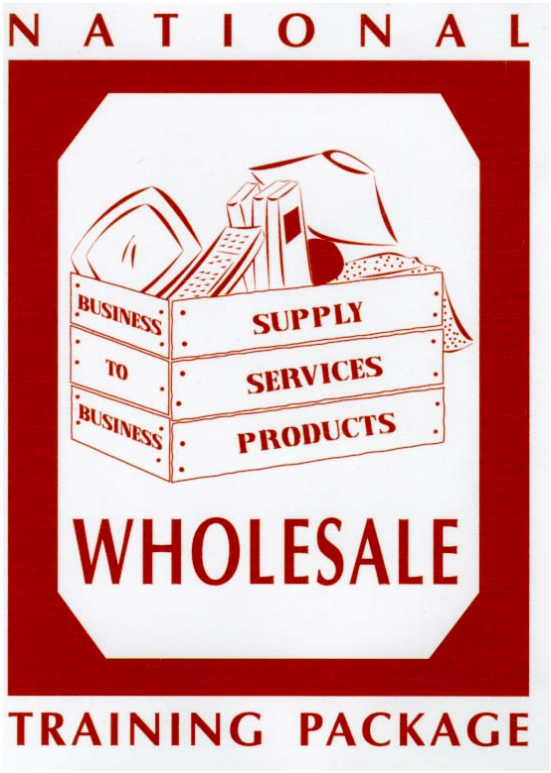

NATIONAL WHOLESALE TRAINING PACKAGE

ASSESSMENT GUIDELINES
for

WRW20101	CERTIFICATE II IN WHOLESALE OPERATIONS
WRW30101	CERTIFICATE III IN WHOLESALE OPERATIONS
WRW40101	CERTIFICATE IV IN WHOLESALE MANAGEMENT
WRW50101	DIPLOMA OF WHOLESALE MANAGEMENT

AUSTRALIAN
NATIONAL TRAINING AUTHORITY

Supporting New Apprenticeships

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SECTION 1: ASSESSMENT SYSTEM OVERVIEW

1.1 INTRODUCTION

These Assessment Guidelines describe the assessment arrangements for determining whether an individual has achieved the units of competency and associated qualifications identified in this Training Package. The Guidelines are designed to ensure that these arrangements are consistent with the Australian Recognition Framework [ARF] and facilitate valid, reliable, flexible and fair assessment processes and outcomes.

The Assessment Guidelines comprise five key sections. These are:

1. assessment system overview
2. assessor requirements
3. designing assessment resources
4. conducting assessment
5. further sources.

1.2 BENCHMARKS FOR ASSESSMENT

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved. As such the purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace, as expressed in the competency standards contained in this Training Package.

When conducting assessments, assessors must ensure that they have copies of and are familiar with the full text of the unit[s] of competency which is being assessed. In particular assessors must ensure that the assessment arrangements:

- cover all elements of the unit of competency being assessed
- address the four dimensions of competency, namely: task skills, task management skills, contingency management skills and job/role environment skills
- are consistent with the Evidence Guide for the relevant unit of competency as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills and the alignment with the Key Competencies.

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The *National Wholesale Training Package (WRW01)* includes *Wholesale Competency Standards* that form benchmarks for assessment for learners seeking to move into the wholesale industry, learners currently within the wholesale industry or learners associated with the industry. The Standards have been designed for flexible application, to meet the differing needs of individuals, enterprises, training organisations and sectors within the industry. The Standards have comprehensive evidence guides to ensure valid, reliable, fair and flexible training and conduct of assessment against the units of competency.

The Wholesale Training Package defines "On Job" assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Wholesale Training Package defines "Off Job" assessment as that which occurs outside the immediate workplace, including, for example, assessment which may occur on the worksite but not in the learner's actual place of work.

The industry considers it important that learners should have the opportunity to develop competency in structured learning programs in the workplace whenever possible.

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

1.3 ROLE OF REGISTERED TRAINING ORGANISATIONS (RTOS)

Assessment for national recognition purposes under this Training Package must be conducted or auspiced by a Registered Training Organisation (RTO) acting in accordance with the Australian Recognition Framework and the quality assurance arrangements approved by the State or Territory Recognition Authority under which the RTO is registered.

RTOs must ensure that the qualifications identified in this Training Package are included in their *scope* of registration in order to issue nationally recognised qualifications under the Australian Qualifications Framework. Where RTOs do not deliver a complete qualification the *scope* of registration is to reflect this and only the units of competency for which they are registered is to appear in their scope. In that situation RTOs would issue a Statement of Attainment to candidates indicating those units for which the RTO is registered and which have been successfully completed and assessed.

Organisations are registered on the basis that they can demonstrate the capacity to meet the requirements of registration for the scope they are seeking, as defined by the Principles and Standards of the Australian Recognition Framework [ARF]. Continuing registration is based on demonstration of compliance to these Principles and Standards.

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RTOs may be public or private organisations and may provide both on and off the job training and/or assessment for the industry. The role of the RTO is to:

- conduct and/or validate assessment against the performance criteria, range of variables and evidence guides within the units of competency in this Training Package
- supply assessors who meet the minimum qualification requirements detailed in Section Two of this document
- ensure these Assessment Guidelines are used as the basis for assessing against the units of competency and qualifications in this Training Package
- develop and maintain quality assurance mechanisms to ensure assessment is valid, reliable, fair and flexible
- ensure that assessment policies and procedures include provision for reasonable adjustments to be made in assessing people with disabilities
- provide an appeals and re-assessment process consistent with the State/Territory Recognition Authorities' requirements
- maintain secure records of assessment outcomes or arrange a reliable outsourced record keeping process. Records to be maintained as stipulated in the Australian Recognition Framework standards for Registered Training Organisations
- provide for access by the State Training Authority to the recording system for reporting and replacement of personal records of assessment on an ongoing basis
- issue the relevant Statement of Attainment or qualifications identified in this Training Package in line with the *Australian Qualifications Framework Implementation Handbook Second Edition*
- participate in audit arrangements conducted by the relevant State/Territory Training Authority and strategic evaluations initiated by the National Training Quality Council.

1.4 MUTUAL RECOGNITION

The outcomes of assessments conducted for national recognition purposes against the units of competency and qualifications in this Training Package are subject to the mutual recognition provisions of the Australian Recognition Framework. As such, all Registered Training Organisations throughout Australia must ensure that they recognise and offer credit for the assessment outcomes of all other Registered Training Organisations. This is regardless of whether assessment was conducted through a *training and assessment* pathway or an *assessment only* pathway.

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1.5 PARTNERSHIP ARRANGEMENTS

Under the Australian Recognition Framework, Registered Training Organisations may enter into partnerships with non registered organisations, such as schools, industry organisations and enterprises, for the purposes of conducting assessments against qualifications within the RTO's scope of registration. There are two broad types of partnership arrangements that may be established. These are where:

- assessment is managed and conducted by the RTO on behalf of the non registered organisation, such as an enterprise, school or industry organisation
- assessment is managed by the RTO and may be conducted by appropriately qualified staff from the non-registered organisation, such as an enterprise, school or industry organisation, under quality assurance arrangements established by the RTO. It should be noted that staff from a non registered organisation who are involved in conducting assessments under auspiced or partnership arrangements must comply with the assessor requirements detailed in Section Two of these Assessment Guidelines.

Organisations registered for skill recognition [assessment only] services, may establish partnership arrangements with non registered organisations for the purposes of conducting assessments however such arrangements do not extend to the provision of training.

1.6 RECORDING ASSESSMENT OUTCOMES

The RTO that issues the qualification or Statement of Attainment is responsible for the recording, storing, retrieval and accessibility of the assessment outcomes for the duration specified by conditions for being an RTO.

This responsibility applies to all types of assessments undertaken for national recognition purposes.

The RTO has the option of outsourcing the recording, storing and maintenance of the assessment outcomes, provided it meets the quality assurance requirements of the relevant State or Territory Recognition Authorities.

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1.7 REPORTING ASSESSMENT OUTCOMES

Statements of Attainment and qualifications issued under the Australian Qualifications Framework (AQF) must comply with the relevant provisions in the *Australian Qualifications Framework Implementation Handbook Second Edition.*

The RTO will issue an AQF qualification once the full package of competencies specified for the relevant AQF qualification has been achieved. If the individual leaves the training or skills recognition process before completing the full complement of competencies required to attain the qualification, he/she will receive a Statement of Attainment.

1.8 QUALITY ASSURANCE MECHANISMS

Registered Training Organisations involved in the assessment of the units of competency and qualifications within this Training Package are required to develop and maintain a quality assurance framework for assessment. All quality assurance mechanisms should be in line with the requirements for the registration of RTOs and other relevant arrangements approved by the State/Territory Recognition Authority under which the RTO is registered.

However it is recommended that RTOs include the following procedures within a quality assurance framework:

- establishment of a standard procedure for the selection of assessors
- conduct of regular professional development for assessors
- ongoing recording, monitoring and review of the assessment process including the assessment plan, assessment outcomes and participant feedback
- development of a comprehensive bank of resources for participants and assessors including:
    - information about the assessment process
    - assessment instruments
    - standardised reporting and recording forms for participants and assessors
    - guidelines for assessors on the preparation of the assessment plan and conduct of the assessment process.

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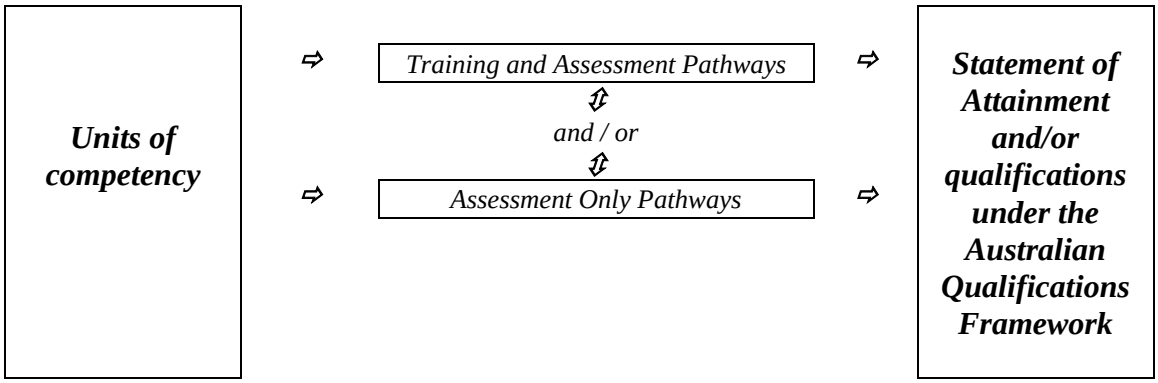
1.9 ASSESSMENT PATHWAYS

Assessment of an individual's competence against this Training Package leads to the issuance of a nationally recognised qualification or a Statement of Attainment under the Australian Qualifications Framework (AQF). The Training Package incorporates a number of assessment pathways that lead to the recognition of competencies and the issuing of a qualification or Statement of Attainment. These pathways are illustrated in the following diagram.



As indicated above the Training Package incorporates three broad pathways to nationally recognised qualifications and Statements of Attainment. These are:

Training and Assessment Pathways – these are situations in which the candidate undertakes a structured program of training and assessment in an on the job environment, an off the job environment or in a combination of on and off the job environments. These pathways are particularly suited to New Apprenticeships, as trainees may be provided with an appropriate mix of formal training and structured work experience. It should be noted this type of pathway is most suited when formative approaches to assessment are to be used. In this situation training and assessment are integrated and assessment evidence is collected and feedback is provided to the candidate on an ongoing basis. It is through this combination of training and assessment that the candidate acquires the skills and knowledge identified in the relevant competency standards.

Assessment Only Pathways – these are situations in which there is no structured training and the candidate is required to provide current, quality evidence of their attainment of the relevant units of competency. This type of pathway may operate in both on and off the job environments. This pathway is likely to be most appropriate for groups such as: existing workers, individuals with overseas qualifications and recent migrants with established work histories. In such cases it may be appropriate for assessors to use summative approaches to assessment. In this situation, the candidate presents evidence that he or she possesses the required skills and knowledge identified in the relevant competency standards and the assessor makes a judgement on whether the candidate is competent. Summative approaches to assessment may be directed by the candidate such as in the compilation of portfolios or by the assessor such as observation of workplace performance, demonstrations of skills and oral and written testing.

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Combination of 'training and assessment' and 'assessment only' pathways – in these situations a combination of pathways is used. Such arrangements are particularly useful when candidates have already gained competencies through work and life experience but also require access to training in new areas of competence. In such situations, the candidate may undertake an initial assessment to determine their current competence using an 'assessment only pathway'. Having identified the candidate's current competence, a structured training and assessment program may then be established to ensure that the candidate acquires the required additional competencies – this would be achieved through a 'training and assessment pathway'.

It is important to note that each of these assessment pathways lead to full recognition under the Australian Qualifications Framework. An individual's access to the assessment process should not be adversely affected by placing restrictions on the location or context of assessment which go beyond the requirements specified in this Training Package.

1.10 RECOGNITION OF CURRENT COMPETENCY (RCC)

Under this Training Package, competencies may be attained in a number of ways, including:

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

All assessment pathways must provide for the recognition of current competency. This means that competencies currently held by individuals can be formally assessed against the units of competency and qualifications in this Training Package. In this process, the assessment of current competencies of individuals should be recognised regardless of how, when or where they were achieved.

1.11 REVIEW AND MAINTENANCE OF THE ASSESSMENT SYSTEM

The proponent of this Training Package is responsible for the ongoing monitoring and review of the Assessment Guidelines detailed in this document. This process will be incorporated in the general review and maintenance of this Training Package. Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry
- are consistent with national assessment policy established by the Australian National Training Authority and the relevant policy and procedures of appropriate State and Territory Training / Recognition Authorities
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, assessors and trainers
- ensure assessment processes and outcomes are valid, reliable, fair and flexible
- support RTOs to effectively carry out their responsibilities.

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SECTION 2: ASSESSOR QUALIFICATIONS

Assessments against the competency standards in this Training Package will be carried out in accordance with these endorsed guidelines. The guidelines identify the necessary minimum 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.

2.1 ASSESSOR QUALIFICATIONS

The following requirements must be met by individual assessors or between the members of an assessment team/panel conducting assessments against this Training Package:

a) hold formal recognition of competence in the following units from the Training Package for Assessment and Workplace Training [BSZ98]:

- Plan Assessment (BSZ401A)
- Conduct Assessment (BSZ402A)
- Review Assessment (BSZ403A).

The above standards were endorsed in October 1998 and are deemed equivalent to the following units of competency from the *Competency Standards for Assessment*, which were endorsed by the National Training Board and have been superseded by the Training Package for Assessment and Workplace Training [BSZ98]:

- The Assessment Competency Standard: *Conduct Assessment in Accordance with an Established Assessment Procedure*
- Extension Unit: *Plan and Review Assessment*.

b) be recognised as competent in the specific units of competency to be assessed

c) demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This may be demonstrated through evidence of one or more of the items below:

- relevant work experience
- attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies
- participation in professional/industry networks

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

- familiarity with the competency standards in this Training Package to be used by the candidate as a basis of assessment
- recent planning, conduct and review of assessment and/or workplace training activities

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- participation in moderation/validation processes
- attendance in professional development activities focused on assessment and/or workplace training
- understanding of the requisite assessor qualifications within this Training Package

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

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

2.2 GAINING FORMAL RECOGNITION AS AN ASSESSOR

Formal recognition of competence against the units of competency from the Training Package for Assessment and Workplace Training and the relevant units of competency in this Training Package may be gained through the successful completion of:

- a recognised training program offered by a Registered Training Organisation that is based on the relevant units of competency, and/or
- a skills recognition process offered by a Registered Training Organisation that is based on the relevant units of competency.

2.3 USING QUALIFIED ASSESSORS

Registered Training Organisations issuing qualifications and Statements of Attainment under this Training Package must meet the requirement to use qualified assessors and ensure that all assessments are conducted in accordance with the procedures outlined in Section Four.

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

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

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This Training Package provides a range of options for meeting these assessor requirements. The options allow assessments to be undertaken by individual assessors, partnerships involving assessors and technical experts and assessors working in team situations in a variety of workplace and institutional contexts. The following table outlines the different ways that the requirement to use qualified assessors may be met.

Table One: Alternative Ways of Meeting The Requirement To Use Qualified Assessors

Options	Requirements For Assessors And Technical Experts
Single assessor An individual **assessor** conducts the assessment	**Assessor** is required to: • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training • is recognised as competent the relevant units from this Training Package at least to the level being assessed • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. • demonstrate the necessary interpersonal and communication skills required in the assessment process.
Partnership arrangement An **assessor** works with a **technical expert** to conduct the assessment	**Assessor** is required to: • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training • demonstrate the necessary interpersonal and communication skills required in the assessment process. • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. • work with a technical expert who: - is recognised as competent in the relevant units from this Training Package at least to the level being assessed - demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.
Assessment Team/Panel A team working together to conduct the assessment (eg: the team may be made up of a RTO assessor, a technical expert and a workplace supervisor)	**A team** which comprises assessment and industry experience and expertise which works together in the collection of evidence and making judgements about competency. The assessment team panel must collectively meet the following criteria • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training • is recognised as competent in the relevant units from this Training Package at least to the level being assessed • demonstration of current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstration of current knowledge and skill in assessing against this Training Package in a range of contexts. • Demonstration of the necessary interpersonal and communication skills required in the assessment process.

***Note**: When this Training Package is reviewed it is anticipated that the technical assessor will be required to hold formal recognition of competence in the units they are assessing.*

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SECTION 3: GUIDELINES FOR CONDUCTING ASSESSMENT

NATIONAL ASSESSMENT PRINCIPLES

State, Territory and Commonwealth Ministers, responsible for vocational training, have endorsed a set of National Assessment Principles. The principles provide the basis for the ongoing development of assessment systems and practices in vocational education and training.

Principle 1 - Endorsed Industry/ enterprise standards form the basis of qualifications in the vocational education and training sector, where they exist.

Principle 2 - Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist.

Principle 3 - Assessment conducted for the purposes of national recognition should lead to a part or full qualification under the Australian Qualifications Framework.

Principle 4 - Assessment should be undertaken, by or quality endorsed by a Registered Training Organisation.

Principle 5 - Assessment for national recognition purposes shall be conducted within a quality assurance framework.

Principle 6 - Responsibility for assessment resides with the body that issues the qualification under the Australian Qualifications Framework.

Principle 7 - Assessment process shall be **valid, reliable, flexible and fair**.

Principle 8 - Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.

Principle 9 - Assessment reporting systems should indicate the units of competence that the individual has attained.

Principle 10 - Assessment should incorporate ongoing monitoring and review processes.

Principle 11 - Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

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SECTION 4: GUIDELINES FOR DESIGNING ASSESSMENT RESOURCES

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, whereas in other cases assessors may develop their own assessment materials.

If using prepared materials assessors should ensure that the materials are benchmarked against the current version of the relevant unit[s] of competency. One way of ensuring the relevance of prepared materials is to check that the materials are listed on the National Training Information Service (http://www.ntis.gov.au).

When developing assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected unit[s] of competency in this Training Package
- the assessment materials and processes conform with the Australian Recognition Framework including the National Assessment Principles [see Appendix 1]
- the assessment materials are validated to ensure that assessors can gather sufficient, valid and reliable information to make assessment decisions against the competency standards.

The following table provides information on assessment requirements and/or co- and pre-requisites for the units of competency contained in the Wholesale Training Package.

Code	Title	Assessment/Comments
WRWPS302A	Administer supply into a business	This unit may be assessed independently or in conjunction with unit *WRWI301A Monitor inventory capacity to meet demand.*
WRWI301A	Monitor inventory capacity to meet demand	This unit may be assessed independently or in conjunction with *WRWPL302A Process product and service data*.
WRWPL302A	Process product and service data	This unit may be assessed independently or in conjunction with unit *WRWI301A Monitor inventory capacity to meet demand.*
WRWPL504A	Review product/ service performance	It is recommended that the following two units be completed prior to attempting this unit: *WRWPL201A Access Product and service performance data* and *WRWPL302A Process product and service data.*
WRWMK404A	Market Products	This unit may be assessed independently or in conjunction with unit WRW*PL403A Maximise sales of branded products.*
WRWMK405A	Seize a business opportunity	Consideration should be given to completing this unit, prior to, or in conjunction with, *WRWFN402A manage operations to budget*.

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WRWMK202A	Conduct telemarketing	Assessment may occur on the job, or off the job though industry has identified that it is appropriate for this unit to be assessed in the workplace.
WRWSL201A	Sell products and services to business customers	This unit may be assessed in conjunction with other units that form part of a job role or function. Assessment may occur on the job, or off the job.
WRWSL202A	Build sales relationships	Assessment may occur on the job, or off the job though industry has identified that it is appropriate for this unit to be assessed in the workplace.
WRWSL304A	Optimise customer and territory coverage	This unit may be assessed independently or in conjunction with unit *WRWSL305 Analyse and achieve sales targets and WRWSL306A Build sales of branded products*.
WRWSL305A	Analyse and achieve sales targets	This unit may be assessed independently or in conjunction with unit *WRWSL306A Build sales of branded products* and *WRWSL304 Optimise customer and territory coverage.*
WRWSL306A	Build sales of branded products	This unit may be assessed independently or in conjunction with units *WRWSL304 Optimise customer and territory coverage* and *WRWSL305A Analyse and achieve sales targets.*
WRWSL407A	Lead a sales team	This unit may be assessed independently or in conjunction with unit *WRWSL408A Train sales team operatives.* Assessment may occur on the job, or off the job though industry has identified that it is appropriate for this unit to be assessed in the workplace.
WRWSL408A	Train sales team operatives	This unit may be assessed independently or in conjunction with unit *WRWSL407A Lead a sales team.* Assessment may occur on the job, or off the job though industry has identified that it is appropriate for this unit to be assessed in the workplace.
WRWSL509A	Manage sales teams	It is recommended that the units *WRWSL407A Lead a sales team* and *WRWSL408A Train sales team operatives*, be pre-requisites for this unit.
ICTTC211A	Process sales of complex product/service and where customer is unsure of available solutions	Assumes *ICTTC210 Process sales of limited product/service from incoming inquiries.*

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ICTTC212A	Process sales which commit both customer and enterprise to considerable financial commitment	Assumes *ICTTC211A Process sales of complex product/service and where customer is unsure of available solutions.*

To ensure assessment is not narrowly based on tasks but embraces all aspects of workplace performance an integrated, holistic approach to assessment is recommended.

The assessment procedure should be designed to assess an entire unit of competency, or a combination of units, to ensure that they all dimensions of competency are satisfied.

This approach seeks to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks. Examples of how this might be done are shown below.

Component	Example of possible evidence
Task skills *(performance to an acceptable level of skill)*	Performance assessment and training competencies as observed and interpreted against the performance criteria.
Task Management *(managing a number of different tasks within the job)*	How a number of interrelated assessment and training competencies are managed.
Contingency *(responding and reacting appropriately to unexpected problems, changes in routine and breakdowns)*	Personal and other adjustments to training and or assessment procedures when the group, materials and/or candidates are not as expected or non-routine.
Job role incorporation *(fulfilling the responsibilities and expectations of the workplace)*	How assessment and training activities and procedures are incorporated in workplace responsibilities and realities.
Transfer *(transferring skills and knowledge to new situations and contexts)*	Demonstration assessment and training competencies in unfamiliar contexts that have not been used in the learning or specific workplace application.

A key reference for assessors engaged in developing assessment materials is the Training Package for Assessment and Workplace Training [BSZ98] and particularly the unit of competency titled Develop Assessment Tools [BSZ507A].

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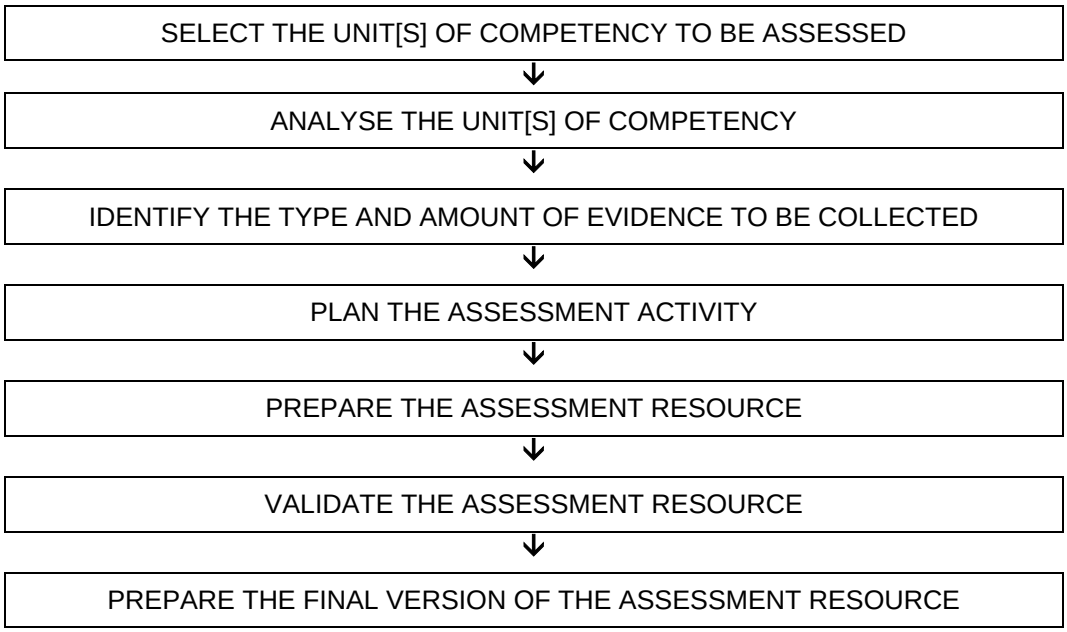
There is no set format or process for the design, production or development of assessment materials. However the following seven-step process, which is based on the unit of competency Develop Assessment Tools [BSZ507A], provides a general approach to the design and development of such materials.



As illustrated in the preceding diagram, the process of developing assessment materials involves seven key steps. These are:

1. Select the unit[s] of competency to be assessed

Identify the unit of competency in this Training Package that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

2. Analyse the unit of competency

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- *Unit Description* – this outlines the aspect of work to be assessed.
- *Elements and Performance Criteria* – these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate.
- *Range of Variables* – this describes the conditions under which the task must be performed.
- *Evidence Guide* – this provides information on the key tasks which a candidate must be able to do [*critical aspects of competency*], the underpinning knowledge and skills required to perform the task [*underpinning knowledge and skill*] and units of competency that may be grouped for assessment purposes [*interdependent assessment of unit*].

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Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These are:

- *Task Skills* – these involve performing the task to the required standard as described in the unit of competency
- *Task Management Skills* – these involve managing a number of different tasks within the job
- *Contingency Management Skills* – these involve responding to problems, breakdowns and changes in routine
- *Job/Role Environment Skills* – these involve fulfilling the responsibilities and expectations of the workplace.

3. Identify the type and amount of evidence to be collected

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- Product – this refers to an item that is constructed or a service that is delivered
- Process – this refers to the way in which a product is produced or achieved.
- Knowledge – this refers to the information that is required to perform the aspect of work described in the unit[s] of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice and knowledge of principles, processes and procedures.

This evidence may be collected through a variety of methods. These include:

- Direct
  - observation of workplace activities,
  - demonstration of specific tasks,
  - observation of activities under simulated workplace conditions,
- Indirect:
  - Questioning - oral questioning, written tests, interviews
- Supplementary Evidence
  - supervisor reports,
  - employer references,
  - documentation about past or prior achievements,
  - portfolios.

The assessor must determine the type and amount of evidence that is required and how this will be collected.

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4. Plan the assessment activity

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activities to be undertaken. The description should detail the:

- type of evidence gathered under each evidence requirement (direct, indirect, supplementary)
- tasks which the candidate is required to do

In planning the activity consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the assessor and the candidate
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and Material Safety Data Sheets
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and Codes of Practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers and for assessment of high-risk operations or in high-risk industries.

5. Prepare the assessment resource

The assessment resource is developed in accordance with the plan for the assessment activity. The assessment resource should:

- address the relevant unit[s] of competency
- require the candidate to demonstrate the five key components of competency (see table above)
- identify the evidence requirements and evidence collection methods
- include the resources needed to conduct the assessment activity/activities
- include instructions for candidates and those involved in administering the assessment activity/activities
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

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6. Validate the assessment resource

The assessment resource should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may required. The assessment resources are redrafted incorporating suggested amendments as appropriate.

7. Prepare the final version of the assessment resource

The assessment resource is published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

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SECTION 5: CONDUCTING ASSESSMENTS

The following describes the industry-preferred process for conducting assessments against the competency standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

This process is consistent with the assessment procedure outlined in the Training Package for Assessment and Workplace Training [BSZ507A] and particularly the units titled, Plan Assessment [BSZ401A], Conduct Assessment [BSZ402A] and Review Assessment [BSZ403A].

Step 1

Establish the assessment context

The assessor:

- establishes the context and purpose of the assessment
- identifies the relevant competency standards, assessment guidelines and qualifications in this Training Package
- identifies any Support Materials that have been developed to facilitate the assessment process
- analysis the competency standards and identifies the evidence requirements
- identifies alternative evidence collection methods.

Step 2

Prepare the candidate

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- outline the assessment procedure, the preparation which the candidate should undertake and answer any questions
- assess the needs of the candidate and establish any allowable adjustments in the assessment procedure
- seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and in consultation with the candidate, decide on the time and place of the assessment
- develop an assessment plan.

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Step 3
Plan and prepare the evidence gathering process

The assessor must:

- establish a plan for gathering sufficient and quality evidence about the candidate's performance in order to make the assessment decision
- source or develop assessment materials to assist the evidence gathering process
- organise equipment or resources required to support the evidence gathering process
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4
Collect the evidence and make the assessment decision

The assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and Evidence Guide in the relevant units of competency
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate specified allowable adjustments to the assessment procedure, where appropriate
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competence based on the evidence and the relevant unit[s] of competency.

Step 5
Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and appeals processes.

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Step 6

Record and report the result

The assessor must:

- record the assessment outcome according to the policies and procedures of the Registered Training Organisation
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the Registered Training Organisation
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the Registered Training Organisation

Step 7

Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process
- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Registered Training Organisation.

Step 8

Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process
- provide the candidate with information on the reassessment and appeals process
- report any assessment decision that is disputed by the candidate to the appropriate personnel in the Registered Training Organisation
- participate in the reassessment or appeal according to the policies and procedures of the Registered Training Organisation.

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SECTION 6: FURTHER SOURCES

The following list of resources and organisations is provided to assist assessors in the planning, design, conduct and review of assessments undertaken against this Training Package.

General Resources

Training Package for Assessment and Workplace Training

This key national resource is available from:

National Assessors and Workplace Trainers Body
Suite 11C - Level 3
Como Centre,
299 Toorak Road
SOUTH YARRA VIC 3141
Tel: 03 9824 2610
Fax: 03 9824 0877
Website: http://www.nawtb.com.au
E-mail: assessors@nawtb.com.au

Subject Specific Resources

Assessment instrument design

1. Hagar, P., Athanasou, J and Gonczi, A. 1994*, Assessment Technical Manual*. Australian Government Publishing Service, Canberra.

2. VETASSESS and Western Australian Department of Training and Employment, 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

3. Vocational Education and Assessment Centre, 1997*, Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

4. Manufacturing Learning Australia, 2000, *Assessment solutions*, Australian Training Products, Melbourne

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Assessor training

1. Green, M., Moritz, R., Moyle, K., Vale, K., 1997, *Key competencies professional development package*. Department for Education and Children's Services, South Australia.

2. Australian Committee on Training Curriculum (ACTRAC). 1994, *Assessor training program - learning materials*. Australian Training Products, Melbourne.

3. Australian Training Products Ltd, *Assessment and Workplace Training Training Package – Toolbox*.

4. Victorian TAFE Association, 2000, *The professional development CD: A learning tool*, VTA, Melbourne

5. National Assessors and Workplace Trainers Body, *A Guide for Professional Development*

6. National Assessors and Workplace Trainers Body*, Facilitator Packs for Certificate IV in Assessment and Workplace Training*

7. National Assessors and Workplace Trainers Body*, Facilitator's Pack for Train Small Groups and Assessment*

8. National Assessors and Workplace Trainers Body, *Facilitator's Pack for Certificate IV (BSZ405A – BSZ408A)*

9. National Assessors and Workplace Trainers Body, *Learners Packs for Certificate IV in Assessment and Workplace Training*

10. National Assessors and Workplace Trainers Body, *Learner's Pack for Assessment (BSZ401A – BSZ403A)*

11. National Assessors and Workplace Trainers Body, *Learner's Pack for Certificate IV (BSZ401A – BSZ408A)*

12. National Assessors and Workplace Trainers Body, *Learner's Pack for Assessment with Assessment Competency Standards*

13. National Assessors and Workplace Trainers Body, *Learner's Pack for Certificate IV with Certificate IV Competency Standards*

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Conducting assessments

1. Bloch, B. and Thomson, P. 1994, *Working towards best practice in assessment: A case study approach to some issues concerning competency-based assessment in the vocational education and training sector.* NCVER, Adelaide.

2. Docking, R. 1991, *An A-Z of assessment myths and assessment in the workplace*. Competence assessment briefing series. No.4. Employment Department, Perth, Western Australia.

3. Hawke, Geof. 1996, *Integrating assessment of learning outcomes*. Assessment Centre for Vocational Education, Sydney.

4. Hawke, Geof. 1995, *Work-based learning: advice from literature*. Assessment Centre for Vocational Education, Sydney.

5. National Assessors and Workplace Trainers Body, *Putting it into Practice [Training Package implementation Guide]*

6. Parsloe, E. 1992*, Coaching, mentoring and assessing: A practical guide to developing competence*. Kogan Page, London.

7. Rumsey, David. 1993, "*Practical issues in workplace assessment*" in National Assessment Research Forum: A forum for research into competency-based assessment*.* [VEETAC Competency Based Training Working Party Assessment Steering Group]. NSW TAFE Commission, Sydney.

8. Rumsey, David. 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Evidence gathering methods

1. Australian National Training Authority, 1998, *A new assessment tool*, ANTA, Melbourne.

2. Gonczi, A, (Ed.),1992, D*eveloping a competent workforce: adult learning strategies for vocational education and training*. TAFE National Centre for Research and Development, Adelaide.

3. Kearney, Paul.1992, *Collaborative assessment techniques*, Artemis, Tasmania.

4. National Assessors and Workplace Trainers Body*, The evidence resource kit - containing language, literacy & numeracy video and CD ROM*

5. National Assessors and Workplace Trainers Body*, The evidence workbooks*

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Assessment system design

1. National Centre for Vocational Education and Research. 1996, *Integrating assessment: removing the on the job/off the job gap*. [Conference Papers from 4-6 June]. Western Australian Department of Training.

2. OTFE, 1998, *Demonstrating best practice in VET project -assessment systems and processes,* Victoria.

3. Toop, L., Gibb, J and Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

4. Wilson, P., 1993, *Integrating workplace and training system assessments*. [Testing Times Conference]. NCVER, Sydney.

Managing assessment systems

1. Western Australia Department of Training and VETASSESS, 1998, *Kit for Skills Recognition Organisations*., WADTE, Perth.

2. Field, l. 1995, *Managing organisational learning*. Longman, Melbourne.

Recognition of Current Competency/ Recognition of Prior Learning

1. Recognition and Assessment Centre, *New Place: Same Skills. A guide for people from non-English speaking backgrounds*, Office of Multicultural Affairs, DEET, 1994

2. Recognition and Assessment Centre, *A Flexible Approach to Recognition Practices: RPL as a Framework*, Melbourne

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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 WHOLESALE TRAINING PACKAGE

NATIONAL COMPETENCY STANDARDS
for

WRW20101	CERTIFICATE II IN WHOLESALE OPERATIONS
WRW30101	CERTIFICATE III IN WHOLESALE OPERATIONS
WRW40101	CERTIFICATE IV IN WHOLESALE MANAGEMENT
WRW50101	DIPLOMA OF WHOLESALE MANAGEMENT

AUSTRALIAN
NATIONAL TRAINING AUTHORITY

Supporting New Apprenticeships

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SECTION 1 : INTRODUCTION TO THE COMPETENCY STANDARDS

1.1 WHOLESALE COMPETENCY STANDARDS

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

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, not only narrow task skills, are included. It encompasses the following requirements:

- to perform tasks (task skills)
- to manage a number of different tasks within the job (task management skills)
- to respond to irregularities and breakdowns in routines (contingency management skills)
- to deal with the responsibilities and expectations of the work environment (job/role environment skills), including working with others and interacting with people outside the enterprise (customers, clients and the general public).

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

- related to realistic workplace practices
- expressed as outcomes
- understandable to employers, employees, supervisors and trainers.

The competency standards take into account the future directions the wholesale 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:

- elements of competency
- performance criteria
- range of variables
- evidence guide

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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 Code

The unit codes in this Package have been developed in accordance with the ANTA publication "Guide to Training Package Development".

Example: WRW MK 203 A

WRW: This is the Package identifier code; **WR** is the WRAPS identifier and **W** is for Wholesale.

MK: This is the functional area identifier

MK	Marketing
SL	Selling and Sales Management
PS	Purchasing and Supply
I	Inventory
PM	Product Management
WS	Business Service
OP	Operations and Planning
FN	Finance

203: The first digit identifies the AQF level that the unit is packaged at and the following two digits, identify the unit number within the functional area. Therefore 203 indicates a unit packaged at AQF Level 2, and it is the third unit in that functional area.

A: Represents the version. All units developed for Wholesale will have version A, but units from other packages may have version B.

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.

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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:

- Defining the boundaries within which a given unit of competency and its associated performance criteria apply.
- Providing a link to knowledge and to task or enterprise specific requirements, such as technical manuals, occupational health and safety legislation, business policies and/or procedures.
- Providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.
- The Wholesale Training Package contains references to the "Workplace Context" and "Work site environment". These are defined as:
    - Workplace context is the general area of business operation including business guidelines, procedures and the overall manner in which the company operates. Statements included in the workplace context tend to be similar for all units of competency.
    - Worksite environment is a reference to the more specific area of operation for an individual and the detail will vary with each unit competency.

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:

- Critical aspects of evidence to be considered
- Concurrent assessment and pre-requisite relationship of units
- Underpinning knowledge
- Resource implications
- Consistency in performance
- Context of assessment
- Key competencies.

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1.2 KEY COMPETENCIES

There are also competencies that underlie all work, the Key Competencies. Key competencies are integrated within the units of competency and are allocated to three performance levels.

Key Competencies are seen to have the capacity to assist in the transfer of knowledge and skill to new situations eg. Different equipment or software, new processes, etc.
In compliance with the requirements of the ANTA - National Training Framework Committee, the *National Wholesale Competency Standards* have been mapped against the seven key competencies which have been identified by the Mayer committee as essential in employment.

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.

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.

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The Key Competencies are:

1. Collecting, analysing and organising information
The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods to obtain it.

2. Communication ideas and information
The capacity to communicate effectively with others using a range of spoken, written, graphic and other non-verbal means of expression.

3. Planning and organising activities
The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

4. Working with others in teams
The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. Using mathematical ideas and techniques
The capacity to use concepts such as number, space and measurement and techniques such as estimation for practical purposes.

6. Solving problems
The capacity to apply problem solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.

7. Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems (Mayer, 1992).

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Summary of Key Competency Strands and Levels

KEY COMPETENCIES	PERFORMANCE LEVEL 1	PERFORMANCE LEVEL 2	PERFORMANCE LEVEL 3
1. Collecting, analysing and organising ideas and information	Access and record - single source	Access, select and record - more than one source	Access, evaluate and organise - range of sources
2. Communicating ideas and information	Simple - familiar setting	Complex - particular context	Complex - variety of contexts
3. Planning and organising activities	Under supervision	With guidance	Independently initiate and evaluate complex activity
4. Working with others and in teams	Familiar activities	Help formulate and achieve goals	Collaborate in complex activities
5. Using mathematical ideas and techniques	Simple tasks	Select appropriate complex tasks	Evaluate and adapt as appropriate for task
6. Solving problems	Routine - minimal supervision Exploratory - close supervision	Routine - independently Exploratory - with guidance	Complex problems Implement systematic approach; explain processes
7. Using technology	Reproduce or present basic product or service	Construct organise or operate products or services	Design or tailor products or services

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1.3 THE WHOLESALE STANDARDS MODEL

The *National Wholesale Competency Standards* represent the skills and knowledge identified by the industry as appropriate across the full range of wholesale 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 and in the Process for Training Package Development and Policy for Training Packages* (August 1999), and in the *Training Package Development Handbook* (Draft 2000).

The *National Wholesale Competency Standards* have been aligned to Levels 1 to 5 of the Australian Qualifications Framework, as described in the Qualifications section of this Training Package. Additionally, the standards have been mapped against the Key Competencies as defined and described in the Evidence Guides for each unit of competency.

Functional Areas

All the Wholesale competency standards have been grouped into eight **Core Functional Areas**. These are:

- Purchasing and Supply
- Inventory
- Product Management
- Marketing
- Selling and Sales Management
- Business Service
- Operations and Planning
- Finance

Incorporation of Other National Standards

National Competency Standards for:

- National Retail Training Package
- Logistics (Transport and Distribution Australia)
- Warehousing (Transport and Distribution Australia)
- Purchasing and Procurement in the Public Services Training Package
- Call Centre
- Assessors and Workplace Trainers

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Consideration in preparation of the Wholesale Training Package has also included all endorsed Training Packages with especial reference given to:

- Front Line Management
- National Clerical/ Administrative (Private Sector)
- Seafood
- Rural (Business management)
- Work Safe Australia Guidelines
- Food Industry (especially food safety, hygiene and sanitation)
- Information Technology and Telecommunications.

Where aligned all standards have been referenced either:

- Directly in the unit title description and/ or the evidence guide
  OR
- Indirectly incorporated, without specific reference.

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SECTION 2 : SUMMARY OF UNITS AND ELEMENTS

UNIT AND ELEMENT TITLES	NATIONAL CODE
Selling and sales management	
SELL PRODUCTS AND SERVICES TO BUSINESS CUSTOMERS WRWSL201A.1 Apply product knowledge WRWSL201A.2 Identify specific customer types and behaviour WRWSL201A.3 Sell products to customers WRWSL201A.4 Gather information WRWSL201A.5 Sell benefits WRWSL201A.6 Overcome objections WRWSL201A.7 Close sale WRWSL201A.8 Maximise sales opportunities	**WRWSL201A**
BUILD SALES RELATIONSHIPS WRWSL202A.1 Develop effective sales techniques WRWSL202A.2 Work with others to improve sales WRWSL202A.3 Sell advantages of business relationship	**WRWSL202A**
USE COMPUTERS AS PART OF BUSINESS TO BUSINESS AND E-COMMERCE PROCESSES WRWSL203A.1 Identify computer technology and information systems managing electronic transactions WRWSL203A.2 Set up and use computerised technology and systems for e-commerce transactions WRWSL203A.3 Use technology to set up an electronic account for customer WRWSL203A.4 Establish business procedures for completing credit checks or up dates	**WRWSL203A**
OPTIMISE CUSTOMER AND TERRITORY COVERAGE WRWSL304A.1 Establish coverage plan for a territory WRWSL304A.2 Report on business visits WRWSL304A.3 Improve customer/territory coverage	**WRWSL304A**
ANALYSE AND ACHIEVE SALES TARGETS WRWSL305A.1 Analyse sales figures WRWSL305A.2 Determine factors impacting attainment of sales targets WRWSL305A.3 Attain sales targets	**WRWSL305A**

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UNIT AND ELEMENT TITLES		NATIONAL CODE
BUILD SALES OF BRANDED PRODUCTS		**WRWSL306A**
WRWSL306A.1	Maximise sale of branded products in a territory	
WRWSL306A.2	Secure effective positioning in business outlets	
WRWSL306A.3	Report on sale of branded products within a territory	
LEAD A SALES TEAM		**WRWSL407A**
WRWSL407A.1	Lead a sales team	
WRWSL407A.2	Manage territory and sales team coverage	
WRWSL407A.3	Manage sales team resources	
WRWSL407A.4	Conduct sales team meeting	
WRWSL407A.5	Model sales and service values and behaviour	
TRAIN SALES TEAM OPERATIVES		**WRWSL408A**
WRWSL408A.1	Coach sales team members	
WRWSL408A.2	Promote sales team product sales and positioning techniques	
WRWSL408A.3	Coordinate the implementation of training activities for the sales team	
WRWSL408A.4	Review team and individual level training activities	
MANAGE SALES TEAMS		**WRWSL509A**
WRWSL509A.1	Review sales team performance and procedures	
WRWSL509A.2	Manage sales team territory coverage	
WRWSL509A.3	Organise sales staff according to industrial relations requirements and obligations	
WRWSL509A.4	Monitor product/service price and cost structures	
WRWSL509A.5	Monitor and reset sales team objectives	
Inventory		
MONITOR INVENTORY CAPACITY TO MEET DEMAND		**WRWI301A**
WRWI301A.1	Monitor receipts and dispatch of goods	
WRWI301A.2	Maintain stock records	
WRWI301A.3	Ensure inventory is on hand	
WRWI301A.4	Coordinate stocktake/cyclical count	
WRWI301A.5	Identify stock losses	
PLAN INVENTORY LEVELS		**WRWI402A**
WRWI402A.1	Forecast inventory demands	
WRWI402A.2	Implement inventory control systems	
WRWI402A.3	Monitor and improve inventory plans	

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UNIT AND ELEMENT TITLES	NATIONAL CODE
Operations and Planning	
COMPLY WITH LEGISLATIVE REQUIREMENTS IMPACTING BUSINESS ACTIVITIES WRWOP201A.1 Handle products according to safe practices WRWOP201A.2 Model non-discriminatory behaviour WRWOP201A.3 Maintain information security WRWOP201A.4 Adhere to applicable government legislation and requirements	**WRWOP201A**
MAINTAIN OPERATIONAL QUALITY AND PRODUCTIVITY WRWOP402A.1 Maintain productivity WRWOP402A.2 Assure quality WRWOP402A.3 Build a commitment to continuous improvement WRWOP402A.4 Implement process quality	**WRWOP402A**
MONITOR COMPLIANCE WITH LEGAL AND LEGISLATIVE REQUIREMENTS IMPACTING BUSINESS OPERATIONS WRWOP403A.1 Determine legal structure of the business WRWOP403A.2 Monitor compliance with statutory and regulatory requirements WRWOP403A.3 Establish rights to wholesale products/services WRWOP403A.4 Secure rights to products/services	**WRWOP403A**
NEGOTIATE CONTRACTS WRWOP404A.1 Negotiate agreements and contracts WRWOP404A.2 Secure new contracts WRWOP404A.3 Award a contract WRWOP404A.4 Prepare a contract WRWOP404A.5 Finalise contract details WRWOP404A.6 Review a contract	**WRWOP404A**
IMPLEMENT PRODUCT RECALLS WRWOP405A.1 Respond to customer problems that may require product recall WRWOP405A.2 Respond to initial enquiries to clarify nature of product risk WRWOP405A.3 Implement product recalls	**WRWOP405A**
MANAGE AND PROMOTE BUSINESS TO BUSINESS AND E-COMMERCE SOLUTIONS WRWOP406A.1 Manage e-commerce solutions WRWOP406A.2 Maintain the function and interrelation of component e-commerce systems WRWOP406A.3 Verify interconnection of e-commerce systems WRWOP406A.4 Establish protocols and access procedures for customers	**WRWOP406A**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
MAINTAIN WORKPLACE SAFETY WRWOP407A.1 Communicate safety procedures to staff WRWOP407A.2 Maintain a safe workplace WRWOP407A.3 Implement emergency procedures WRWOP407A.4 Monitor occupational health and safety compliance and management	**WRWOP407A**
IMPLEMENT E-COMMERCE SOLUTIONS WRWOP508A.1 Analyse the most effective business to business model WRWOP508A.2 Manage e-commerce infrastructure and resources WRWOP508A.3 Manage electronic payment and banking systems WRWOP508A.4 Monitor security of electronic commerce systems and solutions	**WRWOP508A**
BENCHMARK AND CONTINUOUSLY IMPROVE OPERATIONAL QUALITY WRWOP509A.1 Benchmark best practice performance WRWOP509A.2 Audit process quality improvement WRWOP509A.3 Improve wholesale processes WRWOP509A.5 Monitor quality improvement for a wholesale process WRWOP509A.6 Improve service quality	**WRWOP509A**
ESTABLISH COMPLIANCE WITH LEGAL AND LEGISLATIVE REQUIREMENTS WRWOP510A.1 Examine compliance of current business to legal system(s) WRWOP510A.2 Establish compliance of current product recall policies and procedures WRWOP510A.3 Analyse responsibilities and accountabilities of parties undertaking business transactions WRWOP510A.4 Analyse and apply principles in business and contract law WRWOP510A.5 Analyse how the law protects intellectual property WRWOP510A.6 Identify risks associated with managing supply across national boundaries	**WRWOP510A**
Marketing	
PROVIDE MARKETING AND PROMOTION PROGRAM SUPPORT WRWMK201A.1 Confirm promotional and marketing activities WRWMK201A.2 Respond to enquiries on promotional and marketing activities WRWMK201A.3 Support marketing and promotional programs	**WRWMK201A**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
CONDUCT TELEMARKETING WRWMK202A.1 Confirm telemarketing processes WRWMK202A.2 Respond to customer enquiries using telemarketing technology WRWMK202A.3 Seek customers using telemarketing technology WRWMK202A.4 Process telemarketing customer sales and orders WRWMK202A.5 Maintain telemarketing systems and technology WRWMK202A.6 Record campaign results	**WRWMK202A**
IMPLEMENT ADVERTISING AND PROMOTIONAL ACTIVITIES WRWMK303A.1 Analyse previous promotional activities WRWMK303A.2 Organise advertising and promotions WRWMK303A.3 Coordinate implementation of advertising campaign WRWMK303A.4 Coordinate joint promotional programs WRWMK303A.5 Evaluate success of advertising and joint promotional activities	**WRWMK303A**
MARKET PRODUCTS WRWMK404A.1 Establish wholesale customer requirements WRWMK404A.2 Develop marketing strategies WRWMK404A.3 Implement marketing strategies WRWMK404A.4 Monitor marketing strategies WRWMK404A.5 Evaluate marketing strategies and customer satisfaction	**WRWMK404A**
SEIZE A BUSINESS OPPORTUNITY WRWMK405A.1 Analyse environmental factors influencing products and services WRWMK405A.2 Identify a business opportunity WRWMK405A.3 Evaluate a business opportunity WRWMK405A.4 Seize viable business opportunities	**WRWMK405A**
MANAGE PROMOTIONAL ACTIVITIES WRWMK506A.1 Manage promotional program objectives and content WRWMK506A.2 Coordinate promotional activities WRWMK506A.3 Monitor promotional programs	**WRWMK506A**
DEVELOP A SALES STRATEGY WRWMK507A.1 Review existing sales plans WRWMK507A.2 Devise a sales strategy WRWMK507A.3 Implement sales strategy	**WRWMK507A**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
DEVISE A STRATEGIC MARKETING PLAN WRWMK508A.1 Set strategic marketing goals and performance indicators WRWMK508A.2 Predict trends WRWMK508A.3 Position products and services to gain sustainable market advantage WRWMK508A.4 Maximise planning and monitoring frameworks WRWMK508A.5 Implement the strategic marketing plan	**WRWMK508A**
Finance	
COMPLETE DEBTOR PROCESSES WRWFN201A.1 Confirm trading terms WRWFN201A.2 Establish customer debts and credit levels WRWFN201A.3 Process debtors	**WRWFN201A**
MANAGE DEBTOR PROCESSES WRWFN301A.1 Control consumer debt from direct sales of products or services WRWFN301A.2 Remove financial risk WRWFN301A.3 Implement debt recovery strategy	**WRWFN301A**
MANAGE OPERATIONS TO BUDGET WRWFN403A.1 Control costs WRWFN403A.2 Control budget WRWFN403A.3 Propose expenditure WRWFN403A.4 Maintain business accounting systems WRWFN403A.5 Prepare business sales budgets WRWFN403A.6 Set budget targets and monitoring mechanisms	**WRWFN403A**
MANAGE PRICES WRWFN504A.1 Confirm market research and forecasts WRWFN504A.2 Set wholesale price WRWFN504A.3 Announce wholesale price WRWFN504A.4 Establish trading terms between a wholesale business and customers	**WRWFN504A**
Business Service	
CONFIRM WHOLESALE BUSINESS PRACTICES WRWWS201A.1 Outline the structure and scope of the wholesale industry WRWWS201A.2 Organise self to workplace procedures and requirements WRWWS201A.3 Identify customers within the business supply chain	**WRWWS201A**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
MAINTAIN BUSINESS TO BUSINESS RELATIONSHIPS WRWWS302A.1 Develop techniques to maintain close contract with business customers WRWWS302A.2 Identify business customer needs	**WRWWS302A**
DEVELOP BUSINESS TO BUSINESS RELATIONSHIPS WRWWS403A.1 Work with other businesses to maximise their success WRWWS403A.2 Develop management systems that support business relationships WRWWS403A.3 Provide forecast information to other businesses WRWWS403A.4 Improve business and customer outcomes WRWWS403A.5 Expand business relationships	**WRWWS403A**
MANAGE BUSINESS CUSTOMERS WRWWS504A.1 Negotiate deals WRWWS504A.2 Verify trading terms WRWWS504A.3 Manage business contracts	**WRWWS504A**
Purchasing and Supply	
PROCESS PURCHASES WRWPS201A.1 Apply purchasing and procurement procedures WRWPS201A.2 Complete purchasing and procurement activities WRWPS201A.3 Capture and record purchasing data WRWPS201A.4 Liaise with suppliers to complete procurement processes	**WRWPS201A**
ADMINISTER SUPPLY INTO THE BUSINESS WRWPS302A.1 Maintain effective supplier relationships WRWPS302A.2 Deal ethically with suppliers WRWPS302A.3 Resolve supplier enquiries WRWPS302A.4 Confirm legal, legislative and business supply requirements	**WRWPS302A**
PURCHASE PRODUCTS AND SERVICES WRWPS403A.1 Analyse market WRWPS403A.2 Plan product range WRWPS403A.3 Establish supplier relations WRWPS403A.4 Negotiate supply agreements WRWPS403A.5 Maximise profit WRWPS403A.6 Complete purchase WRWPS403A.7 Rationalise stock	**WRWPS403A**

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UNIT AND ELEMENT TITLES		NATIONAL CODE
DEVELOP PURCHASING STRATEGIES		**WRWPS504A**
WRWPS504A.1	Manage on going performance of purchasing and procurement strategies	
WRWPS504A.2	Evaluate existing purchasing systems	
Product Management		
ACCESS PRODUCT AND SERVICE PERFORMANCE DATA		**WRWPL201A**
WRWPL201A.1	Check trade history of products and services	
WRWPL201A.2	Compare performance of products and services	
WRWPL201A.3	Confirm performance of specific products and services	
PROCESS PRODUCT AND SERVICE DATA		**WRWPL302A**
WRWPL302A.1	Process product and service data	
WRWPL302A.2	Monitor customer sales	
WRWPL302A.3	Maintain product database	
WRWPL302A.4	Determine customer preferences	
MAXIMISE SALES OF BRANDED PRODUCTS		**WRWPL403A**
WRWPL403A.1	Set sales objectives to meet business outcomes	
WRWPL403A.2	Monitor sales	
WRWPL403A.3	Develop strategies for promotion of branded products	
WRWPL403A.4	Ensure sales of branded products deliver business outcome(s)	
REVIEW PRODUCT/SERVICE PERFORMANCE		**WRWPL504A**
WRWPL504A.1	Conduct internal research on current wholesale business position	
WRWPL504A.2	Conduct external research on current business position	
WRWPL504A.3	Assess opportunities for new products and services	
WRWPL504A.4	Monitor product and service performance	
MAXIMISE PRODUCT SALES AND MARKET SHARE		**WRWPL505A**
WRWPL505A.1	Analyse wholesale product and service performance	
WRWPL505A.2	Assess wholesale market position strategies	
WRWPL505A.3	Assess product and service promotion strategies	
WRWPL505A.4	Develop competitive pricing structures	
WRWPL505A.5	Implement wholesale product and service plans	

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UNIT AND ELEMENT TITLES		NATIONAL CODE
MANAGE DISTRIBUTION PROCESSES		**WRWPL506A**
WRWPL506A.1	Manage purchasing agreements with business customers	
WRWPL506A.2	Monitor supply arrangements with business customers	
WRWPL506A.3	Introduce product range	
WRWPL506A.4	Monitor quality control of supply and distribution	
WRWPL506A.5	Review distribution/supply agreements	
FORECAST PRODUCT PERFORMANCE		**WRWPL507A**
WRWPL507A.1	Forecast trends and developments impacting operations	
WRWPL507A.2	Review forecasts	
IMPROVE SUPPLY AND DISTRIBUTION CHAINS		**WRWPL508A**
WRWPL508A.1	Confirm features of specific supply chains	
WRWPL508A.2	Maintain information on suppliers	
WRWPL508A.3	Review distribution arrangements	
WRWPL508A.4	Devise policy and procedures for distribution and supply	
WRWPL508A.5	Forecast future contingencies impacting supply chain management	
WRWPL508A.6	Improve supply and distribution chain effectiveness	

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TRANSPORT AND DISTRIBUTION TRAINING PACKAGE TDT97

UNIT AND ELEMENT TITLES		NATIONAL CODE
PLAN AND IMPLEMENT MAINTENANCE		**TDTB1098A**
TDTB1098A.1	Establish maintenance requirements	
TDTB1098A.2	Organise maintenance schedule	
TDTB1098A.3	Assemble requirements	
TDTB1098A.4	Complete maintenance procedures	
COLLECT AND PRESENT WORKPLACE DATA AND INFORMATION		**TDTE697B**
TDTE697B.1	Required information is identified	
TDTE697B.2	Prepare information for use	
TDTE697B.3	Explain information	
TDTE697B.4	Present enterprise information	
CONDUCT INTERNAL QUALITY AUDITS		**TDTJ798A**
TDTJ798A.1	Prepare for internal audit	
TDTJ798A.2	Schedule internal audit	
TDTJ798A.3	Conduct audit and document findings	
TDTJ798A.4	Report audit results	
TDTJ798A.5	Respond to audit results	
EVALUATE SOFTWARE REQUIREMENTS AND HARDWARE ENHANCEMENTS		**TDTK698A**
TDTK698A.1	Analyse requirements for improved computer applications	
TDTK698A.2	Evaluate software	
TDTK698A.3	Investigate hardware enhancements	
TDTK698A.4	Implement system improvement	
TDTK698A.5	Measure systemic improvement	
PLAN AND MANAGE SECURITY PROCEDURES FOR THE ENTERPRISE		**TDTO598A**
TDTO598A.1	Assess security risks	
TDTO598A.2	Specify security requirements	
TDTO598A.3	Implement security plan	
TDTO598A.4	Monitor and review system performance	
NEGOTIATE A CONTRACT		**TDTQ898A**
TDTQ898A.1	Negotiate contract	
TDTQ898A.2	Complete contract negotiations	
TDTQ898A.3	Complete enterprise contract requirements	
CONTRACT TRANSPORT AND DISTRIBUTION SERVICES		**TDTR398A**
TDTR398A.1	Negotiate contract with contractor	
TDTR398A.2	Complete contract negotiations	
TDTR398A.3	Complete enterprise contract requirements	

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CALL CENTRE TRAINING PACKAGE ICCTC2000

UNIT AND ELEMENT TITLES		NATIONAL CODE
USE SPECIFIC ENTERPRISE SYSTEMS TO SATISFY CUSTOMER REQUIREMENTS		**ICTTC202A**
ICTTC202A.1	Locate and interpret information on most commonly used system screens	
ICTTC202A.2	Update and maintain information related to customer transaction on commonly used system screen	
ICTTC202A.3	Seek support for system problems/issues identified during transaction	
NAVIGATE AND INTERROGATE SPECIFIC ENTERPRISE SYSTEMS TO SATISFY CUSTOMER REQUIREMENTS		**ICTTC203A**
ICTTC203A.1	Access a range of enterprise business systems	
ICTTC203A.2	Determine and locate information to satisfy customer requirements using multiple screens and more than one enterprise system	
ICTTC203A.3	Enter or modify data to provide complex or advanced customer needs	
ICTTC203A.4	Identify and rectify system information and processing errors	
PROCESS SALES OF LIMITED PRODUCT/SERVICE FROM INCOMING INQUIRIES		**ICTTC210A**
ICTTC210A.1	Identify customer needs	
ICTTC210A.2	Close sales	
ICTTC210A.3	Input sales records	
PROCESS SALES OF COMPLEX PRODUCT/SERVICE AND WHERE CUSTOMER IS UNSURE OF AVAILABLE SOLUTIONS		**ICTTC211A**
ICTTC211A.1	Identify customer needs	
ICTTC211A.2	Close sales	
ICTTC211A.3	Input sales records	
PROCESS SALES WHICH COMMIT BOTH CUSTOMER AND ENTERPRISE TO CONSIDERABLE FINANCIAL COMMITMENT		**ICTTC212A**
ICTTC212A.1	Identify customer needs	
ICTTC212A.2	Close sales	
ICTTC212A.3	Input sales records	
ICTTC212A.4	Provide sales support where required	

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NATIONAL ASSESSORS AND WORKPLACE TRAINERS TRAINING PACKAGE BSZ98

UNIT AND ELEMENT TITLES		NATIONAL CODE
PLAN ASSESSMENT		**BSZ401A**
BSZ401A.1	Establish evidence required for a specific context	
BSZ401A.2	Establish suitable assessment method(s)	
BSZ401A.3	Develop assessment tools appropriate to a specific assessment context	
BSZ401A.4	Trial assessment procedure	
CONDUCT ASSESSMENT		**BSZ402A**
BSZ402A.1	Identify and explain the context of assessment	
BSZ402A.2	Plan evidence gathering opportunities	
BSZ402A.3	Organise assessment	
BSZ402A.4	Gather evidence	
BSZ402A.5	Make the assessment decision	
BSZ402A.6	Record assessment results	
BSZ402A.7	Provide feedback to persons being assessed	
BSZ402A.8	Report on the conduct of the assessment	
REVIEW ASSESSMENT		**BSZ403A**
BSZ403A.1	Review the assessment procedures(s)	
BSZ403A.2	Check consistency of assessment decision	
BSZ403A.3	Report review findings	
TRAIN SMALL GROUPS		**BSZ404A**
BSZ404A.1	Prepare for training	
BSZ404A.2	Deliver training	
BSZ404A.3	Provide opportunities for practices	
BSZ404A.4	Review training	

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PUBLIC SERVICES TRAINING PACKAGE PSP99

UNIT AND ELEMENT TITLES	NATIONAL CODE
PROCURE GOODS AND SERVICES PSPPROC301A.1 Plan for Procurement of Goods or Services PSPPROC301A.2 Establish Contractual Arrangements PSPPROC301A.3 Manage Contracts PSPPROC301A.4 Complete Contractual Arrangements	**PSPPROC301A**
PLAN PROCUREMENT PSPPROC401A.1 Interpret procurement requirements PSPPROC401A.2 Specify procurement requirements PSPPROC401A.3 Plan procurement activities PSPPROC401A.4 Develop a procurement management strategy	**PSPPROC401A**
REQUEST AND RECEIVE OFFERS PSPPROC402A.1 Develop a request for offers PSPPROC402A.2 Request and receive offers	**PSPPROC402A**
AWARD CONTRACTS PSPPROC403A.1 Select a provider PSPPROC403A.2 Formalise contractual arrangements PSPPROC403A.3 Debrief market and other stakeholders	**PSPPROC403A**
MANAGE CONTRACTS PSPPROC404A.1 Establish a contract management strategy PSPPROC404A.2 Monitor and maintain the performance of a contract PSPPROC404A.3 Complete contracts and implement contract review strategy	**PSPPROC404A**

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RETAIL TRAINING PACKAGE WRR02

UNIT AND ELEMENT TITLES	NATIONAL CODE
COMMUNICATE IN THE WORKPLACE WRR CS 1.1 Establish Contact with Customers WRR CS 1.2 Process Information WRR CS 1.3 Work in a Team WRR CS 1.4 Maintain Personal Presentation WRR CS 1.5 Follow Routine Instructions WRR CS 1.6 Read and Interpret Retail Documents WRR CS 1.7 Use Numbers in the Workplace	**WRRCS1B**
INTERACT WITH CUSTOMERS WRR CS 3.1 Deliver Service to Customers WRR CS 3.2 Respond to Customer Complaints WRR CS 3.3 Receive and Process Sales Orders WRR CS 3.4 Identify Customers' Special Requirements	**WRRCS3B**
CO-ORDINATE INTERACTION WITH CUSTOMERS WRR CS 4.1 Implement Customer Service Standards WRR CS 4.2 Implement Store Policy Regarding Customer Complaints WRR CS 4.3 Communicate with Management WRR CS 4.4 Lead Customer Service Team	**WRRCS4B**
WORK EFFECTIVELY IN A RETAIL ENVIRONMENT WRR ER 1.1 Act Responsibly WRR ER 1.2 Act in a Non-Discriminatory Manner WRR ER 1.3 Identify the Award/Agreement	**WRRER1B**
CO-ORDINATE WORK TEAMS WRR ER 2.1 Monitor and Organise Staffing Levels WRR ER 2.2 Inform Team Members WRR ER 2.3 Coach on the Job WRR ER 2.4 Motivate the Team WRR ER 2.5 Maintain Staffing Records	**WRRER2B**
MAINTAIN EMPLOYEE RELATIONS WRR ER 3.1 Identify the Awards/Agreements WRR ER 3.2 Identify and Minimise Potential Industrial Problems WRR ER 3.3 Implement Dispute Settlement Procedures	**WRRER3B**

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UNIT AND ELEMENT TITLES		NATIONAL CODE
PRODUCE FINANCIAL REPORTS		**WRRF3B**
WRR F 3.1	Enter Payment Summaries into Journals	
WRR F 3.2	Reconcile Accounts to Balance	
WRR F 3.3	Prepare Bank Reconciliations	
WRR F 3.4	Receive and Document Payments/Takings	
WRR F 3.5	Dispatch Statements to Debtors and Follow up Outstanding Accounts	
WRR F 3.6	Dispatch Payments to Creditors	
WRR F 3.7	Prepare Financial Reports	
PERFORM STOCK CONTROL PROCEDURES		**WRRI1B**
WRR I 1.1	Receive and Process Incoming Goods	
WRR I 1.2	Rotate Stock	
WRR I 1.3	Participate in Stocktake	
WRR I 1.4	Reorder Stock	
WRR I 1.5	Dispatch Goods	
APPLY SAFE WORKING PRACTICES		**WRRLP1B**
WRR LP 1.1	Observe Basic Safety Procedures	
WRR LP 1.2	Observe Emergency Procedures	
MINIMISE THEFT		**WRRLP2B**
WRR LP 2.1	Apply Routine Store Security	
WRR LP 2.2	Minimise Theft	
MAINTAIN STORE SAFETY		**WRRLP3B**
WRR LP 3.1	Inform Team Members	
WRR LP 3.2	Involve Team Members	
WRR LP 3.3	Monitor and Maintain a Safe Working Environment	
WRR LP 3.4	Implement Emergency Procedures	
WRR LP 3.5	Identify Need for Occupational Health and Safety Training	
WRR LP 3.6	Maintain Occupational Health and Safety Records	
MAINTAIN STORE SECURITY		**WRRLP4B**
WRR LP 4.1	Monitor and Maintain Store Security	
APPLY STORE SECURITY SYSTEMS AND PROCEDURES		**WRRLP5B**
WRR LP.5.1	Maintain Store Security Systems	
WRR LP.5.2	Deal With Potentially Unsecured Situations	
WRR LP.5.3	Detect and Apprehend Thieves	
WRR LP.5.4	Apply Post Apprehension Procedures	

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UNIT AND ELEMENT TITLES	NATIONAL CODE
MERCHANDISE PRODUCTS WRR M 1.1 Place and Arrange Merchandise WRR M 1.2 Prepare Display Labels/Tickets WRR M 1.3 Place, Arrange and Display Price Tickets and Labels WRR M 1.4 Maintain Displays WRR M 1.5 Protect Merchandise	**WRRM1B**
PERFORM ROUTINE HOUSEKEEPING DUTIES WRR M 2.1 Organise Work Area WRR M 2.2 Clean Work Area	**WRRM2B**
CO-ORDINATE MERCHANDISING PRESENTATION WRR M 3.1 Co-ordinate Merchandise Presentation and Display WRR M 3.2 Implement Merchandise Pricing	**WRRM3B**
CO-ORDINATE HOUSEKEEPING WRR M 4.1 Implement Housekeeping Policies	**WRRM.4A**
MANAGE MERCHANDISE AND STORE PRESENTATION WRR O 1.1 Manage Store Merchandising WRR O 1.2 Plan and Manage Store Advertising and Promotions WRR O 1.3 Manage Store Pricing Policies WRR O 1.4 Manage Housekeeping	**WRRO1B**
MANAGE SALES AND SERVICE DELIVERY WRR O 2.1 Maintain and Improve Operations WRR O 2.2 Negotiate Supply of Goods WRR O 2.3 Establish Customer Requirements WRR O 2.4 Provide Productive Work Environment	**WRRO2B**
PROVIDE A SAFE WORKING ENVIRONMENT WRR O 3.1 Develop Policies to Establish and Maintain a Safe Working Environment WRR O 3.2 Consult with Staff WRR O 3.3 Establish and Maintain a Safe Working Environment WRR O 3.4 Assess Risks WRR O 3.5 Control Risks WRR O 3.6 Establish and Maintain Policies to Deal with Hazardous Events WRR O 3.7 Train Staff WRR O 3.8 Establish and Maintain Record System WRR O 3.9 Evaluate Policies and Procedures	**WRRO3B**
CONTROL STORE SECURITY/LOSS WRR O 4.1 Control Store Security	**WRRO4B**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
CONTROL INVENTORY WRR O 5.1 Manage, Receipt, Dispatch and Storage of Merchandise WRR O 5.2 Manage Stock Control	**WRRO5B**
MANAGE STORE FACILITIES WRR O 6.1 Manage Store Maintenance Program WRR O 6.2 Manage Retail Equipment Maintenance WRR O 6.3 Negotiate Maintenance Contracts WRR O 6.4 Identify Facilities/Space Requirements	**WRRO6B**
SET STRATEGIC PLANS WRR PL 2.1 Communicate and Implement Mission Statement WRR PL 2.2 Set Objectives and Targets WRR PL 2.3 Develop Action Plans	**WRRPL2B**
INITIATE AND IMPLEMENT CHANGE WRR PL 3.1 Identify Opportunities for Increased Sales and Services WRR PL 3.2 Evaluate Changes WRR PL 3.3 Negotiate Change WRR PL 3.4 Implement and Evaluate Change	**WRRPL3B**
ADMINISTER HUMAN RESOURCES POLICY WRR PM 1.1 Implement Staffing Levels WRR PM 1.2 Monitor Staff Performance WRR PM 1.3 Identify and Minimise Potential Industrial Relations Problems WRR PM 1.4 Develop and Implement Training Plans	**WRRPM1B**
RECRUIT AND SELECT PERSONNEL WRR PM 2.1 Define Future Personnel Requirements WRR PM 2.2 Determine Job Specifications WRR PM 2.3 Recruit Staff WRR PM 2.4 Assess and Select Applicants	**WRRPM2B**

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UNIT AND ELEMENT TITLES	NATIONAL CODE
LEAD AND MANAGE PEOPLE WRR PM 3.1 Lead the Team WRR PM 3.2 Lead by Example WRR PM 3.3 Develop and Communicate Team Objectives WRR PM 3.4 Establish, Develop and Improve Teams WRR PM 3.5 Develop Self WRR PM 3.6 Delegate Responsibility and Authority WRR PM 3.7 Consult with Team WRR PM 3.8 Support the Team	**WRRPM3B**
CO-ORDINATE SALES PERFORMANCE WRR S 3.1 Implement Sales Policies and Procedures WRR S 3.2 Monitor Achievement of Sales Targets	**WRRS3B**

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3.1 INDUSTRY CONSULTATION

The nature of the industry meant that consultation relied significantly on feedback via a website or mail. In addition, a number of individual interviews were conducted and industry forums where appropriate. In all there were a total of 3 rounds of consultation together with verification also provided though on site visits to a number of companies selected to represent a cross section of the industry in terms of location, sector, product, and size.

State and Territory	Direct Consultation Dates
Victoria (Melbourne)	30 March 31 March and 5 April 7 April 2000
NSW (Sydney)	3 to 4 April 2000
ACT (Canberra city)	4 April 2000
QLD (Brisbane)	By QLD WRAPS 31 March 18 April 2000
NT (Darwin)	10 April 2000
WA (Perth)	11 to 12 April 2000
SA (Adelaide)	13 to 14 April 2000
TAS (Hobart)	17 to 18 April 2000

Victoria

Direct Contact/Interviews

Kevin Stevens	Training Coordinator	Middendorp Electrical
Michael Lappen	MD	Maxi Multimedia Pty Ltd
Reevo Eckhardt	Director Recruitment and Executive Training Services	DRAKE

Mail Out and Follow Up

Helen Aaltonen	HR Manager	Pacific Dunlop
Joe Agostino	HR Manager	Stafford Group
Sandy Boyd	Manager	John Davies
Angela Crawford	Assessment and Training Manager	Repco
Tom Feeger	Enterprise Solutions Manager	OPTUS
Allan Holmes	Manager	Auspine Timber Sales
Megan Hosking	HR Manager	SKF Ltd
George Messiah	Training Manager	Davids Limited
Anna Parker	R&D Coordinator	Admin. Training Company
Peter Reeves	Operations Manager	Gordan and Gotch
David Senior	MD	Bastow Joinery
Rob Staples	HR Manager	Gunns Ltd.
Tanya Swan	Manager	AAA Wholesale Fabrics
Vanda Szwadiak	Training Manager	Clover Toys/ Hunter Industries
Rick Talbot	Cust. Bus. Devp. Manager	Proctor and Gamble
Amanda Van Gils	Nat. HR Manager	PSD
Wayne Watson	HR Manager	AGFA
Frank Whelam	Manager	Mitre 10

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New South Wales

Direct Contact/Interview

Glen Knight	Learning and Dvp Manager	Snack Brands Australia
Sharon Brown	Learning Manager	Cocal Cola Amatil

Forum Attendees

Lyle White	Wholesale Manager	J Law Consultancy
Di Gow	Industry Rep.	ARA (NSW)
Carol Bates	HR Manager	API
Glen Knight	Learning Manager	Snack Brands Australia
Joe Harrison	Industry Rep.	Food Retailers Assoc.

Mail Out and Follow Up

Margaret Tayar	Project Officer	MINTRAC
Mr Brad Dean		
Ms Sandra Przililla		
Mr Paul Stephens		
Mr Clive Cross		
Mr Lindsay Layton		Toshiba
Ms Tina Kiourdis		F.J. Benjamin Fashions
Mr John Anderson		John Danks and Sons
Kathryn Giunti		
John Livingston		
Grant Kerswell		Arnotts
Ross Lipp		Unisys Aus
Chris Gregory		Schwarzkopft
Catherine Potechin		Briston-Myers Squibb
Marcus Blackmore		Blackmores

South Australia

Direct Contact

Tony Matteo	Division Merch Manager	Faulding Healthcare
Jacqueline Simpson	HR Manager	Faulding Healthcare Services

Forum Attendees

Marg Haythorpe	Regional Education Mgr	TAFE SA
Mr Rex Langton	Director	Hair and Beauty Wholesalers
Ms Rachel Simpson	Purchasing and WS Manager	Regency Foods

Mail out and follow up

Ms Kate Thiele	Retail Manager	Laubman and Pank Optometrists
Mr Ron McWhinney	State General Manager	Mitre 10 Hardware
Mr Peter Spiro		Angelakis Seafoods
Mr Ron Capurso		Cappo Bros. Seafoods
Mr Peter Boas		Star Wholesalers
Mr John Knight		Karoland
Mr Bob Middleton	State Devep. Manager	Woolworths Supermarket
Ms Christine Mann	Training. Manager	Woolworths Supermarket
Ms Wendy Perry		Onkaparinga Institute of TAFE
Ms Natasha Smith	Manager	Craft and Wholesale Supplies
Ms Tania Criersa		Cottage Wholesale Flowers
Ms Pauline Petersons		NASTEC

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Northern Territory and Queensland

Bryan Seears	Production Manager	Darwin Bakery
Phil Harrington	Training Manager	QUF, Pauls/ Coca Cola Amatil
Chris Lillicrap	Manager - NT	Independent Grocers
Tony Lennie		Betta
Aldo Bocealajje		Super Cheap

Western Australia

Direct Contact/Interview

Ian Newton	Manager	WA Packaging – WS Trainer
Peter Lewis	Director	Earth Moving Vehicles
Peter Manucci	Development Manager	Woolworths
Wayne Kelston	HR Manager	Hamersley Iron

Mail out and follow up

Ted Cully	
Mr D. Matthews	Gold Leaf Enterprises
Mr G. Butwand	W H Evans
Mr Peter Barbect	Headwear stockists
Mr Peter Nedela	Lakes Electrical Dist.
Mr Brett Gibbings	Cadnet Computers
Mr Joey Yin	Virtual Trading
Mr M.F. Kinnane	Keybrook Holdings
Mr Terry Cahill	Carnarvon Timber
Mr P. Martin	Emtex Handcrafts
Mr R. Thomas	Thomas Surgical Supplies
Mr Tom Armour	Sunset Australia
Ms McCullum	Gil McCullums
Jo Harding	Mondo Electronics
D.S. Perks	Cinus Pty. Ltd.
Bob Wilson	Wilson Distributors
D. Crofts	Sybiz P/L
B. Ody	Surgical House
R. Hose	Edwards Energy Syte

Tasmania

Forum Attendees

Michael Pearce	Training Manager	Blue Ribbon
Geordie Jackobson	Area Tng Manager	Woolworths (Tas)
Richard Dover	Human Resource Manager	Dover Packaging
Paul Griffin	State Secretary	SDA
Steven Noone	Training Manager	Sports Co
Roseanne Anderson	WRAPS Chair	WRAPS ITAB (Tas)
Ian McClymonth	WHS &Dsitribution Mgr	Statewide Independent Wholesalers
Robert Mallet	Executive Officer,	TAS WRAPS

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Mail out and follow up

Tony Baker	HR Manager	Woolworths (Tas)
Gail Greenhatch	Training Manager	Allfoods
Scott Brownell	Marketing and Sales Mgr	IC Technologies
Casey van Berkel		Simplot
David Lanham	A/General Manager	Statewide Independent Wholesalers
Anthony Rowley	Director	Tas Business On-line
Tania Roberts	HR Coordinator Logistics	Coles-Myer Tas Operations
Marcus Deakes	HR Manager	Coles Academy -Tasmania
Vin Gualtieri	State Manager	Sigma Co. Ltd
Paul Ellis		Paul Ellis Agencies
Craig Bishop		Baily Agencies
Mark Brown	Manager	Traveland
Leigh Kelly	MD	Leigh Kelly Agencies
Lorne Geeves		
Chris Bown		
Robert Dutton	Manager	Mario's Wholesale Foods
Raymond Jordan	The Senior Manager	Rajor Agencies

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WRWSL201A SELL PRODUCTS AND SERVICES TO BUSINESS CUSTOMERS

This unit is involves the use of sales techniques and encompasses the key direct selling skills from the initial approach by the customer or service provider to closing the sale. It requires a basic level of product knowledge.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL201A.1 Apply product knowledge	1.1. Knowledge of the use and application of relevant products and services demonstrated. 1.2. Experienced sales staff or product information guide consulted to increase product knowledge.
WRWSL201A.2 Identify specific customer types and behaviour	2.1. Customers identified by type. 2.2. Factors influencing specific customer purchase decisions determined. 2.3. Factors influencing an individual's buying behaviour isolated and examined. 2.4. Buying behaviours of different types of customers determined. 2.5. Sales approaches and techniques required for different customer types determined. 2.6. Sales techniques required for customers evidencing specific buying behaviour determined.
WRWSL201A.3 Sell products to customers	3.1. Effective sales approaches and techniques employed whether the customer or the service provider initiates contact. 3.2. Effective sales approach identified and applied given mode of communication used to interact with customer. 3.3. Empathy created between service provider and customer. 3.4. Buying behaviour customer determined. 3.5. Customer need for specific merchandise confirmed and promoted.
WRWSL201A.4 Gather information	4.1. Questioning techniques applied to determine customer buying motives. 4.2. Listening skills used to determine customer requirements. 4.3. Non-verbal communication cues interpreted and clarified. 4.4. Customers identified by name where possible.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL201A.5 Sell benefits	5.1. Customer needs matched to appropriate products and services. 5.2. Knowledge of products' features and benefits communicated clearly to customers. 5.3. Product use and safety requirements described or where possible demonstrated to customers. 5.4. Customers referred to appropriate product specialist as required. 5.5. Routine customer questions about merchandise, eg. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff.
WRWSL201A.6 Overcome objections	6.1. Customer objections identified and accepted. 6.2. Objections categorised into price, time and merchandise characteristics. 6.3. Solutions offered according to business policy and sales techniques. 6.4. Problem solving applied to overcome customer objections.
WRWSL201A.7 Close sale	7.1. Customer buying signals monitored, identified and responded to appropriately. 7.2. Customer encouraged to make purchase decisions. 7.3. Appropriate method of closing sale selected and applied.
WRWSL201A.8 Maximise sales opportunities	8.1. Opportunities for making additional sales recognised and applied. 8.2. Customer advised of complementary products or services according to customer's identified need. 8.3. Personal sales outcomes reviewed to maximise future sales.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Customers with routine or special requests.
- Regular and new customers.
- Selling may be face to face or by telephone.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Full-time, part-time or casual staff.
- Worksite specific context, variations and environments.

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

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RANGE OF VARIABLES (continued)

Purchase methods may include:

- Electronic Data Interchange
- Credit card
- Cheques
- Standing offers
- Cash
- Agreed means

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Sales techniques may include but not be limited to

- Gaining a customer
- Closing a sale
- Associates sales techniques including trade-up, trade-in, tie-ins, cut-ins, range-ins
- Negotiation skills
- Over-the-'phone empathy creation
- Securing payment

Credit check procedures may be

- Automated or manual
- Completed internally or by external agent

Credit card details include

- Card type
- Card holder details
- Card number
- Expiry date

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- Using questioning, listening and observation skills to accurately determine customer requirements
- Consistently applying business policies and procedures, in regard to selling products and services
- Maximising sales opportunities according to business policies and procedures
- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- Evaluating personal sales performance to maximise future sales
- Written and oral workplace-related documents that affect entry level employees, other than work-process items
- Effectively communicating summary information to team members and senior colleagues

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Product knowledge including:
  - Characteristics
  - Features
  - Comparative advantages
  - Price
  - Availability
  - Special features (ie. warranties, after sales support, etc.)
- A variety of strategies for closing sales
- Business policies and procedures, in regard to:
  - Selling products and services
  - Allocated duties and responsibilities.
- Business merchandise and service range.
- Factors influencing customers decisions
- Current sales performance
- Occupational, health and safety aspects to job
- Industry codes of practice
- Relevant consumer law, commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Demonstrate knowledge of specific products
- Apply techniques covering:
  - Verbal and non verbal communications
  - Questioning/listening/observation
  - Handling difficult customers
  - Negotiating
  - Problem solving
- Match sales approaches to customer behaviour
- Use effective listening and questioning techniques
- Respond to customer questions
- Identify and categorise customer objections
- Recognise opportunities for additional sales to same customer
- Monitor personal sales progress
- Willingness to learn from others

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	2	1	1	1

Shading = emphasis required this Unit

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WRWSL202A BUILD SALES RELATIONSHIPS

This unit involves the use of sales techniques required when promoting demand and stimulating longer term, productive relationships with a business customer or a number of businesses within a defined territory.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL202A.1 Develop effective sales techniques	1.1. Importance of selling function in business to business processes determined. 1.2. Good work practices determined through communications with immediate supervisors and team members. 1.3. Guidance actively sought from immediate manager or work group members to improve personal sales capabilities. 1.4. Personal sales training and development needs confirmed with immediate manager. 1.5. Personal sales training and development needs actioned in an agreed timeframe. 1.6. Improved sales techniques developed relevant to the business customer and end consumer within a given territory.
WRWSL202A.2 Work with others to improve sales	2.1. Ideas on means to improve sales and performance strategies openly discussed and shared with team members, management and business customers. 2.2. Procedures for accessing and using resources confirmed with team management. 2.3. Mechanisms to monitor the impact of improved sales and service strategies on personal performance targets established.
WRWSL202A.3 Sell advantages of business relationship	3.1. Advantages and benefits of long-term business relationships identified. 3.2. Advantages of exclusive working relationships promoted. 3.3. Benefits to the end consumer of a business-to-business relationship promoted. 3.4. Features of different products and services (merchandise classifications) confirmed with customers. 3.5. Trading terms confirmed for different products and services with each customer.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax

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RANGE OF VARIABLES (continued)

- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Benefits sold to a business partner may include

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

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RANGE OF VARIABLES (continued)

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Sales techniques may include but not be limited to

- Gaining a customer
- Closing a sale
- Associates sales techniques including trade-up, trade-in, tie-ins, cut-ins, range-ins
- Negotiation skills
- Over-the-'phone empathy creation
- Securing payment

Territory may be defined by

- Size, type and location of stores
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

Promotional problems may include

- Timing of promotion
- Promotion type (event, seasonal, new lines, new store)
- Supplying volume requirements
- Types of promotions
- Business customer planning times and cycles

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RANGE OF VARIABLES (continued)

Matter impacting business customers and trading terms may include

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Application of appropriate selling approach/ technique across a range of service encounters
- Demonstrated application of effective sales techniques using service in both remote and direct customer encounters
- Effective closure of sale
- Application of product knowledge and characteristics in sales process
- Written and oral workplace-related documents that affect entry level employees, other than work-process items
- Communicate effectively summary information to team members and senior colleagues
- Construction of the foundations required for long term customer relationships

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Product range, prices, strengths and weaknesses
- Product knowledge including:
  - Characteristics
  - Features
  - Comparative advantages
  - Price
  - Availability
  - Special features (ie. warranties, after sales support, etc.)
- A variety of strategies for closing sales
- Business policies and procedures, in regard to:
  - Selling products and services
  - Allocated duties and responsibilities.
- Business customer relationships and current service range.
- Advantages of long term customers
- Sales techniques
- Factors influencing customers decisions
- Life time value of a customer
- Business policies and procedures for servicing customers
- Team work and collaborative effort to service customers
- Occupational, health and safety aspects to job
- Relevant consumer law, commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Use a range of sales approaches and techniques
- Demonstrate application of effective oral communication skills across a range of selling situations
- Adopt a personal selling processes
- Explain alternative sales approaches across a range of situations
- Identifying own learning needs and those of the clients
- Use interpersonal and communication skills appropriately
- Document procedures for improving sales and especially in support for selling advantages
- Communicate product range, prices, strengths and weaknesses
- Plan a personal training program in collaboration with team and supervisor
- Use technology, including data input
- Build effective and personal customer relationships

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or off-the-job though industry has identified that is appropriate for this unit to be assessed in the workplace

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	2	1	2	1

Shading = emphasis required this Unit

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WRWSL203A USE COMPUTERS AS PART OF BUSINESS TO BUSINESS AND E-COMMERCE PROCESSES

This unit involves the completion of wholesale activities using electronic systems and technology. This unit also involves the introduction to the routine use of computerised systems and technology in dealing with electronic handling of transactions, accounts and other business procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL203A.1 Identify computer technology and information systems managing electronic transactions	1.1. Types of computerised technology and systems utilised in business to business transactions identified. 1.2. Types of computerised technology and systems utilised in e-commerce transactions identified. 1.3. Maintenance requirements for technology and systems confirmed. 1.4. Procedures for reporting and removing routine faults identified. 1.5. Enterprise operating procedures and information for specific technology confirmed. 1.6. Range of technology involved in business to business transactions confirmed.
WRWSL203A.2 Set up and use computerised technology and systems for e-commerce transactions	2.1. Functions of systems and technology for specific enterprise transactions identified. 2.2. Functions of systems and technology for specific transactions and requirements for completing a range of basic transactions determined. 2.3. Transaction security applied. 2.4. Security of access protocols and procedures preserved. 2.5. Access to network restricted according to business requirements. 2.6. Processes for using technology to complete credit checks and customer authentication requirements confirmed. 2.7. Data retrieved, recorded or updated accurately according to business procedures. 2.8. Invoices/ statements organised and issued according to business technology and procedures. 2.9. Customer requests for further information processed in the most efficient and timely manner possible. 2.10. Transaction data stored and backed up according to business procedures..

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL203A.3 Use technology to set up an electronic account for a customer	3.1. Account application data and field raised. 3.2. Customer details entered. 3.3. Customer trading terms or credit details entered. 3.4. Account reports submitted according to business procedures. 3.5. Options that may enhance customer requirements or business outcomes identified. 3.6. Options for configuration of customer account investigated with customer as required. 3.7. Previous files or transaction history attached to principal file.
WRWSL203A.4 Establish business procedures for completing credit checks or up dates	4.1. Credit checks or transaction report procedures established for a specific business process. 4.2. Banking documentation and reporting procedures established for a specific business. 4.3. Approvals or rejections of payments by bank or financial institution procedures identified. 4.4. Resolution processes for unresolved or incomplete credit details or transaction determined.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

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- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Electronic transactions may include

- Electronic Data Interchange
- MIME
- Value Added Networks

Appropriate models for creating business customers may include

- Catalogue model
- Auction model
- Exchange model
- Barter model

Commercial set up of e-business will include

- Business to business
- Business to end-consumer (direct)
- Consumer to consumer

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RANGE OF VARIABLES (continued)

Customer requests for further information may include

- Quotes
- Price notification
- Availability
- Logistics (Eg. Time of delivery)
- Warranties
- Payment means (Eg. Lease)

Credit check procedures may be

- Automated or manual
- Completed internally or by external agent

Account details may include but not be limited to

- Account holder details
- Mode of payment (preferences)
- Customer number
- Credit limits
- Contact details
- Supply details
- Product or service category

Security of systems includes

- Principles of digital cryptography, steganography and public-key cryptosystems.
- Cryptographic standards, eg. Government security policy, international standards
- Digital signatures, digital escrow, certification
- Virus protection
- Secure communications

Security of hardware includes

- Intrusion detection and countermeasures: password attacks, virus detection and removal
- Copy and counterfeit detection: digital watermarks, electronic notaries
- Privacy and anonymity protocols: third-party order/purchase

Decision making models may include

- Predictive models
- Assessing the accuracy of coefficient estimates and predictions (interval estimation and hypothesis testing)
- Assessing the suitability of a model (specification analysis)

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RANGE OF VARIABLES (continued)

Business models for conducting electronic commerce arrangement may vary with

- Access
- Content (product, data and information)
- Commercial set up of trading company
- Software
- Services
- Supply arrangements
- Payment methods

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Electronic payment and banking systems include

- Payment gateways
- Electronic presentment
- Clearance systems
- Dishonour systems
- Credit card transactions
- Electronic bill payment

Forms of electronic payment (digital cash) may include

- E-Cash (non physical cash equivalent, such as frequent flyer points)
- Cybercash
- Electronic banking - SET, electronic purses, negotiable electronic instruments, secure checks
- Billing servers - CAFÉ, SEMPER, Minipay, micropayments

Methods for assuring payment for products and services may include

- Electronic bills
- Letters of credit
- Point-of-sale transactions
- Mail order/ telephone orders

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Uses computers to access data relevant to a routine work task
- Uses computer applications to complete electronic transaction
- Contributes to business operational processes and task completion
- Contributes towards operational outcomes within a team setting
- Applies business policy and procedures to satisfactory completion of tasks requiring use of electronic and/ or computer technology
- Accurate data entry and processing is completed
- Use of computers according to business sand manufacture manuals and instructions
- Maintenance of safe working environment and techniques

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Processing unresolved issues and propose solutions or referral options
- Relevant management personnel and function
- Occupational health and safety aspects of job
- Problem solving processes
- Business policy and procedures
- Business technology and operational requirements
- Manufacturer's maintenance and use manual/ instruction
- Types of data
- Data processing requirements
- Storage and security of data and hardware/ records systems
- Electronic and manual system used by the industry
- Understand of electronic transactions and processes
- Completing routine comparative checks
- Relevant legal and legislative provisions

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Demonstrate capacity to determine customer needs and preferences and establish accounts to achieve these ends
- Use computerised technology and systems
- Set up and up date a customer account
- Complete electronic transactions involving public and business customers
- Complete data entry accurately
- Check business credit rating
- Demonstrate adherence to safe working practices
- Manage accounts and update accounts in timely manner
- Describe and use customer contact and telephone service techniques when making direct customer contact
- Use effective writing (keyboarding) skills

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

Shading = emphasis required this Unit

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WRWSL304A OPTIMISE CUSTOMER AND TERRITORY COVERAGE

This unit involves the efficient planning and servicing of business customers by a business operative working within a defined territory and seeking opportunities to improve that coverage to the benefit of customers or potential customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL304A.1 Establish coverage plan for a territory	1.1. Coverage plans meet business performance objectives and service standards. 1.2. Territory coverage plans accurately set to ensure customer coverage in a timely and effective manner.
WRWSL304A.2 Report on business visits	2.1. Business visits completed according to territory plan. 2.2. Procedures established for collecting and reporting customer information and feedback collected by the field team. 2.3. Feedback information from customers in a territory analysed and actioned or sent to relevant territory/ management personnel for actioning (eg. Competitor activities, pricing, etc.). 2.4. Paperwork required after each business visit immediately, including: – shelf management – missing tickets – missing lines – etc. 2.5. Paperwork from business visits collated and kept in a secure location. 2.6. Paperwork prepared and submitted to agreed time, format and level of detail.
WRWSL304A.3 Improve customer/ territory coverage	3.1. Needs and expectations of business customers determined accurately. 3.2. Current satisfaction levels with service and product determined. 3.3. Actions to improve business customer satisfaction levels initiated. 3.4. Opportunities to optimise coverage of a territory seized. 3.5. Opportunities to optimise coverage for a customer seized. 3.6. Opportunities for merchandising improvements or joint promotional activities with business customers confirmed and reported to relevant supervisor.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers and suppliers standards

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

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RANGE OF VARIABLES (continued)

Market assessment and competitor analysis may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Territory may be defined by

- Size, type and location of stores
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

Territory reports may include information on

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Visit frequency including quality of visit outcomes
- Accuracy and insightfulness of reports on business visits
- Ability to map and respond in a timely manner to competitor activities
- Satisfactory and timely task performance
- Maintenance and responsiveness to customer demands
- Customer satisfaction levels
- Identification of opportunities to improve territory coverage or service efficiency
- Overall contribution to attainment of sales and associated merchandising targets

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWSL305 *Analyse and achieve sales targets* and WRWSL306A *Build sales of branded products*.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Territory characteristics and features
- Types of business customers
- Range of products and services for each customer within a territory
- Customer needs
- Business policy and procedures for servicing customers
- Competitor activity
- Customer satisfaction levels
- Personal task and priority planning
- Relevant contact personnel in businesses
- Merchandise and sales strategies within territory
- Occupational, health and safety aspects to job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Establish territory coverage plan
- Establish procedures for collecting and reporting information and feedback
- Complete paperwork in a timely manner
- Determine customer needs accurately
- Research information on which to base improvement of territory coverage
- Seek out opportunities for improving merchandise and customer relations
- Interpersonal and communication skills
- Applied writing skills
- Plan personal training program in collaboration with team and supervisor

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job, or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	2	1

Shading = emphasis required this Unit

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WRWSL305A ANALYSE AND ACHIEVE SALES TARGETS

This unit involves the analysis and achievement use of sales targets to guide performance and monitor the progress of sales against business objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL305A.1 Analyse sales targets	1.1. Sales targets for a team confirmed and implemented according to business processes. 1.2. Personal sales targets analysed against agreed parameters including: – Volume – Price – Territory – Customer accounts – Trading Terms – Market share – Customer satisfaction
WRWSL305A.2 Determine factors impacting attainment of sales targets	2.1. Progress towards sales targets regularly monitored. 2.2. Factors impacting sales performance evaluated against the agreed sales targets. 2.3. Factors likely to impinge upon attainment of sales targets anticipated and addressed. 2.4. Amended or new sales targets approved according to business processes and policy.
WRWSL305A.3 Attain sales targets	3.1. Sales targets attained or exceeded.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales strategy
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Analysis of territory reports may include

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Territory may be defined by

- Size, type and location of stores
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

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RANGE OF VARIABLES (continued)

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Attain sales targets within given timeframe for specified activity areas
- Relevant pricing, legislative and procedural information understood and applied
- Review and analysis of current personal sales targets
- Strategies for attainment of personal sales targets
- Identification of factors inhibiting attainment of sales targets
- Mapping of strategies to address barriers to attainment of sales targets

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWSL306A *Build sales of branded products* and WRWSL304 *Optimise customer and territory coverage.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Collecting, analysing and organising information
- Parameters determining successful attainment of personal sales targets
- Factors impacting sales
- Business plans and targets impacting personal sales targets
- Business policies and procedures
- Territory coverage and customers
- Customer satisfaction
- Occupational, health and safety aspects to job
- Relevant consumer law, commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Confirm and implement sales targets
- Establish personal sales targets against agreed parameters
- Monitor progress toward sales targets
- Determine and minimise factors which could impinge on capacity to reach sales targets
- Recognise attainment of sales targets
- Adjust plans to achieve sales targets in timely manner

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

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WRWSL306A BUILD SALES OF BRANDED PRODUCTS

This unit encompasses the knowledge and skills necessary to promote, position and maximise the sale of branded products and services for a wholesale business with a defined customer group.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL306A.1 Maximise sale of branded products in a territory	1.1. Characteristics and market position of services/ product sales in a territory determined. 1.2. Major competitor activity in a territory or product/ service area reported to supervising manager. 1.3. Special requests from customer businesses distributing/ selling branded products processed and actioned. 1.4. Sales plan for a specific territory developed. 1.5. Opportunities to value-add to existing businesses built into sales strategies. 1.6. Special events or opportunities for 'once off' sales and promotional programs identified and reported. 1.7. Special events factored into sales plans.
WRWSL306A.2 Secure effective product positioning in business outlets	2.1. Joint merchandising plans implemented correctly. 2.2. Off-location displays planned and secured. 2.3. Optimal locations secured for product displays. 2.4. Products/ services available for promotions and supply agreements confirmed in a timely manner. 2.5. Cooperative strategies fostered with management of business customers to maximise product/ service sales.
WRWSL306A.3 Report on sale of branded products within a territory	3.1. Sales reports on branded product for a territory completed. 3.2. Key activities by product, brand or service type for specific customers or other variables reported. 3.3. Success of sales strategies for branded product and plans within a territory reported. 3.4. Recommendations for improving sales of branded products in the territory submitted to team management.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
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- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Special events may include

- Promotional campaigns
- Recreational events (eg. Sporting events, public gatherings, etc.),
- Seasonal events (eg. Holidays)

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RANGE OF VARIABLES (continued)

Major competitor activity may include changes to

- Market share
- Positioning with local businesses
- Price
- Quality
- Volume of sales
- Presentation or merchandising of products or services
- Sales
- Customer retention figures
- Shift in sales demographics

Brand may encompass

- Product brands
- Company brands
- Supplier brands
- Register trade marks
- Registered brands
- Intellectual property

Territory may be defined by

- Size, type and location of businesses
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

Territory reports may include information on

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Sales objectives/ targets for branded product may vary with

- Brand type
- Marketing campaigns
- Product and/ or service
- Merchandising/ sales strategy
- Territory sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Sales of branded products are maximised given all factors impacting market/ product or service
- Market share is determined and maximised through implementation of agreed strategy
- Accurate and carefully researched basis for product positioning in business outlets
- Confirmation of business customers and joint merchandising plans
- Timely planning and responsiveness to special events and opportunities to build sales of branded products within a territory or with a business customer (account)

Interdependent assessment of units

This unit may be assessed independently or in conjunction with units WRWSL304A *Optimise customer and territory coverage* and WRWSL305A *Analyse and achieve sales targets.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Analysis and reporting requirements
- Planning cycles
- Special events that impact a territory or business customer's account
- Strategies that foster cooperative planning
- Territory coverage plans
- Territory features and service characteristics
- Literacy and numeracy skills to carry out tasks required by performance criteria assessment and comprehend information relevant to workplace
- Business policies and procedures
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Determine current market position
- Articulate positioning of major competitors
- Action specific customer requests
- Seek out value add opportunities
- Identify special events and anticipate customer demands
- Implement joint plans
- Develop sales reports
- Provide recommendations for improving sales

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWSL407A LEAD A SALES TEAM

This unit involves the leadership of a sales team to achieve the business objectives governing sales and service for a defined customer group and/or territory. The unit encompasses leadership through the management of the team, and its resources while encouraging the modelling of sales and service values and behaviour.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL407A.1 Lead a sales team	1.1. Individual team members' specific needs and considerations identified. 1.2. Operational contingencies specific to an individual, context, time or territory identified and addressed. 1.3. Consistent management practices achieved. 1.4. Team needs and requests actioned and followed up. 1.5. Credible communication achieved through clarity of decisions and timely management response. 1.6. Breakdowns in communication and trust relationships identified and resolved.
WRWSL407A.2 Manage territory and sales team coverage	2.1. Performance targets for service levels and sales for sales team representatives communicated clearly and understood by individuals. 2.2. Reports from sales team members secured in agreed detail, format and deadlines. 2.3. Sales team members' reports analysed and actioned.
WRWSL407A.3 Manage sales team resources	3.1. Budget and resources deployed to the sales team according to operational requirements. 3.2. Team members motivated to achieve individual and collective sales/ performance targets. 3.3. Equipment and resource requirements for sales team operations determined. 3.4. Procedures for sales team to request resources established. 3.5. Sales team equipment managed to budget and operational requirements. 3.6. Sales team requests for additional resources processed in a timely and accurate manner. 3.7. Compliance of sales team resource expenditure with budget monitored.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL407A.4 Conduct sales team meeting	4.1. Sales team meeting organised and resourced as required. 4.2. Sales team meeting facilitated to achieve agreed agenda and objectives. 4.3. Meeting minuted, recorded and reported according to established procedures. 4.4. Field/ sales team meeting outcomes satisfied.
WRWSL407A.5 Model sales and service values and behaviour	5.1. Company sales and service values reflected and translated into everyday management activities. 5.2. Personal behaviour reflects the values and culture encouraged by the business. 5.3. Personal performance and interpersonal communication reinforce sales and service approach encouraged by the business. 5.4. Personal performance to achieve work team objectives models business expectations and commitment.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Major competitor activity may include changes to

- Market share
- Positioning with local businesses
- Price
- Quality
- Volume of sales
- Presentation or merchandising of products or services
- Sales
- Customer retention figures
- Shift in sales demographics

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RANGE OF VARIABLES (continued)

Brand may encompass

- Product brands
- Company brands
- Supplier brands
- Registered trade marks
- Registered brands
- Intellectual property

Territory may be defined by

- Size, type and location of businesses
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

Territory reports may include information on

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Sales objectives/ targets for a sales team may vary with

- Brand type
- Marketing campaigns
- Product and/ or service
- Merchandising/ sales strategy
- Territory sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Equipment and sales team support requirements may include

- Uniforms
- Pay
- Consumables
- Transportation
- Merchandising/ promotional materials

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RANGE OF VARIABLES (continued)

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Modelling sales and service vales may involve

- Job behaviours
- Coaching
- Observation/ job shadowing
- Demonstrations
- Communication
- Reflection and discussion

Meetings may be

- Single location - face to face
- Multi-locational (eg. Videoconferencing or virtual means, Internet)
- Minuted or informal

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Model and activate positive behaviours and attitudes in work team (lead by example)
- Set and communicate performance standards
- Evaluate and amend leadership style to work team, contingencies and performance context
- Sales team understanding of sale targets and individual performance requirements
- Feedback and consultative processes and mechanisms (eg. meetings) with the work team and with key personnel external to the team
- Manage effective service coverage of a territory
- Attainment of sales targets for a territory

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWSL408A *Train sales team operatives.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Understand the difference between behaviours that reinforce positive models and those that undermine positive behaviours
- 'Modelling' positive attitudes and behaviours
- Effective communication techniques
- Team formation techniques
- Territory coverage profiles
- Leadership styles
- Interpersonal skills within a team context
- Training and mentoring team members
- Delegation and decision making
- Apply leadership, interpersonal and communication skills in a team and job context
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Set territory sales targets that link to sales, marketing and strategic plans
- Resolve breakdowns in communication
- Agree to detail, formats and deadlines for reports
- Monitor budgets and resource expenditure
- Conduct sales team meetings effectively
- Model sales and service values and behaviour
- Analysis and reporting skills
- Plan and organise task completion for self and team
- Set and monitor team outcomes

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job though industry has identified that it is appropriate for this unit to be assessed in the workplace.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	3	2	3	2

Shading = emphasis required this Unit

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WRWSL408A TRAIN SALES TEAM OPERATIVES

This unit involves the coordination, promotion, delivery and review of learning processes that assist sales staff achieve the service and product performance requirements established by a wholesale business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL408A.1 Coach sales team members	1.1. Sales team representatives coached on the special characteristics of their territory. 1.2. Sales team representatives coached on developing effective time management and business visit procedures. 1.3. Key competitors in territory and businesses identified and described by all individuals in the sales team. 1.4. Problems with wholesale ordering, distribution and delivery that may impact sales and service can be identified and communicated by all individuals in the sales team. 1.5. Effective occupational health and safety practices and procedures applied by all individuals in the sales team.
WRWSL408A.2 Promote sales team product sales and positioning techniques	2.1. Representatives coached in sales or service techniques. 2.2. Representatives coached in promotional strategies and sell-in techniques. 2.3. Representatives receive one-to-one support to promote sales or service techniques. 2.4. Sales team members practice effective sales or service maximisation strategies, including: - Sales techniques - Territory management - Rapport building - Product knowledge - Administration procedures and requirements - Time management - Negotiation skills. 2.5. Information networks established to promote access by sales team members to historical data and forecasts.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL408A.3 Coordinate the implementation of training activities for the sales team	3.1. Training materials and modules examined to ensure relevance to company service and sales requirements. 3.2. Training content and method of delivery checked to ensure relevance to competency requirements. 3.3. Assessment undertaken to map competency and performance improvement. 3.4. Specified job-competency gaps closed by staff training. 3.5. Competencies required to address specific career and development needs identified for sales team members. 3.6. Training and information sessions presented in a timely manner.
WRWSL408A.4 Review team and individual level training activities	4.1. Competencies required to address specific performance gaps closed. 4.2. On-the-job sales and service training activities performed to company standards. 4.3. Effectiveness of training plans and activities reviewed.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Selling may be face to face or by technological medium
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

Sales techniques may include but not be limited to

- Gaining a customer
- Closing a sale
- Associates sales techniques including trade-up, trade-in, tie-ins, cut-ins, range-ins
- Negotiation skills
- Over-the-'phone empathy creation
- Securing payment

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RANGE OF VARIABLES (continued)

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

Training may be

- On the job
- In a simulated setting
- In a training organisation
- In a combination of locations to suit the units of competency being learned and/ or assessed
- In a single site or multi site operation
- Work environment

Information on the required competencies may be collected by

- Industry/enterprise competency standards
- Licensing requirements
- Job descriptions
- Discussions with client group
- Observations of competent workers
- Enterprise skills audit reports
- Industry skills audit reports
- Standard operating procedures
- Benchmarking reports
- Industry publications or reports
- Government reports
- Market needs analysis reports

Training program may be based on

- National industry training packages
- Enterprise training packages
- National, state and local curriculum
- Enterprise based curriculum
- International standards
- International programs

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RANGE OF VARIABLES (continued)

Characteristics of participants

- Language, literacy and numeracy needs
- Cultural, educational and language background
- Gender
- Physical ability
- Level of confidence
- General knowledge
- Age
- Experience in assessment
- Non-English speaking background
- Disabilities
- Shift worker

Training delivery methods

- Face to face
- Distance
- Lock step, partly self paced, all self paced
- Trainer-centred and participant-centred
- Real time, time independent
- Place dependent, place independent
- Interactive (eg. audio or video conferencing, computer assisted, discussion)

Training materials

- Training materials may include:
  - Non-endorsed components of an industry training package
  - Work books
  - Workshop guides
  - Background reading materials/documents
  - Handouts
  - Industry/enterprise competency standards
  - Supportive policies and legislation

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Identify and confirm sales and related training needs
- Prioritise training needs based on strategic and individual needs
- Documentation on consultations with appropriate personnel throughout the program development phase
- Plan training sessions to close training needs
- Coordinate delivery of training sessions to achieve stated outcomes sensitive to individual and group learning styles and needs
- Assess attainment of training delivers sales and related performance improvements targeted.
- High quality feedback from learning participants
- Individual needs and preferences consistently sought and used when planning training

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit *WRWSL407A Lead a Sales Team.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Choosing theory, demonstration or a combination of approaches to a session
- Training packages, competency based approaches, training reforms and existing training materials conformance with national recognition requirements
- Understanding individual, group and organisational learning and assessment issues and practices is essential
- Planning a session including:
  - Resource requirements
  - Assessment tools and strategy
  - Timing and venue
  - Required approvals (ie. from management, trainer, assessor or trainee)
  - Currency of competencies and assessment tools
- Principles and techniques covering:
  - Giving feedback
  - Coaching
  - Assessment and performance analysis
  - Group versus individual sessions
- Relevant needs analysis techniques and tools
- Facilitating learning and training skills and knowledge
- Leadership, interpersonal and communication skills
- Principles of adult learning and required knowledge applied in training delivery
- Occupational health and safety aspects of job
- Relevant industrial, legal and legislation relationships and requirements

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Using sales techniques
- Individual approaches to sales
- Give feedback
- Establish needs analysis and performance appraisal systems
- Complete assessments
- Planning and reviewing learning to address specific performance gaps

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job though industry has identified that it is appropriate for this unit to be assessed in the workplace.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	2	2

Shading = emphasis required this Unit

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WRWSL509A MANAGE SALES TEAMS

This unit involves the management of a number of teams to achieve business objectives and optimal customer satisfaction with service and sales coverage. It encompasses review of team performance, territory management, utilisation of industrial relations requirements; monitoring of service and cost structures and monitoring team objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL509A.1 Review sales team performance and procedures	1.1. Reports from sales teams obtained in a relevant detail, format and at agreed times. 1.2. Sales team information reports analysed and actioned. 1.3. Sales team visit procedures reviewed. 1.4. Sales team service procedures determined. 1.5. Sales, costs and profits analysed by territory, sales team and customer groups. 1.6. Performance reviewed using business procedures for assessing an individual's progress against performance indicators, career plans and/ or development plans.
WRWSL509A.2 Manage sales team territory coverage	2.1. Current business position in territory analysed and communicated to sales teams. 2.2. Territory coverage plan delivers sales and service targets detailed for each territory. 2.3. Sales structures devised within and across territories. 2.4. Staff and resource requirements for territory coverage determined. 2.5. Service levels for different territories set. 2.6. Sales representatives allocated to meet market needs. 2.7. Regular reviews of territory coverage plans (including staff levels, targets and frequency of visits) conducted. 2.8. Amendments and changes to territory coverage plans communicated to relevant staff and management.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWSL509A.3 Organise sales staff according to industrial relations requirements and obligations	3.1. Relevant industrial relations legislation and requirements impacting sales staff determined. 3.2. Provisions under industrial relations acts and legal requirements that impact day-to-day management of sales teams correctly described. 3.3. Management of sales team complies with industrial relations requirements and business policies. 3.4. Strong performance is stimulated by reward and compensation packages developed for sales teams.
WRWSL509A.4 Monitor product/ service price and cost structures	4.1. Information on competitors' pricing collected. 4.2. Pricing activity reported to relevant personnel. 4.3. Adjustments or changes required to current price or performance objectives and projections communicated to relevant personnel (in-company, suppliers and customers).
WRWSL509A.5 Monitor and reset sales team objectives	5.1. Budgets and quotas set for sales teams and individuals reviewed based on feedback, performance and forecasts. 5.2. Sales team meetings supported and coordinated. 5.3. Outcomes from sales team meetings actioned according to company policy and procedures. 5.4. Regular reviews conducted to monitor implementation of sales team meetings outcomes. 5.5. Actions completed reported back to sales team(s). 5.6. Sales and wholesale pricing strategies reviewed to support revised sales and service objectives.

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
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Sources of information may include but are not limited to

- Legislation and regulations
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- Company operating procedures and instructions
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- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Feedback (verbal or written) can be provided to

- Support learning and development
- Define task completion requirements
- Reinforce performance standards and practices
- One-on-one interviews
- Enhance customer satisfaction
- Support staff climate and satisfaction

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

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RANGE OF VARIABLES (continued)

Territory reports may include information on

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Territory may be defined by

- Size, type and location of businesses
- Demographic parameters
- Territory size, location and geographic spread
- Business/ account customers

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Key elements of a commercial strategy may include

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Set and achieve sales targets for sales team(s)
- Manage team resources and requirements to budget
- Consistent ability to work with team leaders, staff and managers to achieve priority tasks and strategic responsibilities impacting the sales team(s)
- Representative range and variety of work products such as outputs relating to monitoring, management and review of sales teams
- Maintenance of sales team performance
- Sensitivity to relevant industrial issues impacting sales team activities
- Improvement of sales teams to achieve market, product or service, and territory targets
- Review of coverage plans and service levels
- Documentation covering team feedback and activity reporting procedures and processes
- Preparation of action plans for sales teams within a territory, or servicing a nominated customer(s)
- Developing clear targets and performance requirements for sales teams
- Evidence of effective communication of summary information from work outputs to senior and junior colleagues

Interdependent assessment of units

It is recommended that the units WRWSL407A *Lead a sales team* and WRWSL408A *Train sales team operatives*, be pre-requisites for this unit.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Interpersonal, communication and leadership skills
- Group facilitation
- Budget performance and targets
- Relevant performance indicators and requirements within:
  - Sales plans
  - Promotional plans
  - Marketing plans
  - Business plans
  - Strategic plans
- Existing staff and associated sales team resources
- Industrial and employee relations
- Analysis, assessment, development and implementation skills and knowledge
- Collection and organisation of information is essential in monitoring and resultant analysis functions

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EVIDENCE GUIDE (continued)

- Use of technology for disseminating ideas and plans and communicating underpins most elements and most Performance criteria
- Literacy (especially written for Elements 1, 4 and 5) skills to carry out tasks required by Performance criteria assessment and comprehend information relevant to workplace
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Obtain reports, analyse information and take appropriate action
- Review individual performance against performance indicators, career and development plans
- Communicate current business positions to team members
- Devise and review territory plans
- Describe relevant industrial relations legislation and requirements
- Monitor competitor prices
- Propose and justify amendments to current pricing structures
- Review budgets and quotas
- Coordinate meetings
- Monitor meeting outcomes
- Ability to communicate objectives and plans to staff
- Flexibility in managing teams and outputs
- Ability to supervise and delegate tasks to workgroup

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job, or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWI301A MONITOR INVENTORY CAPACITY TO MEET DEMAND

This unit involves the management of systems and relationships to secure products and services required by a business to meet operational and customer requirements. It focuses on market analysis planning the product range negotiating with the supplier and finalising the purchase details while ensuring profit maximisation and appropriate stock ranges.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWI301A.1 Monitor receipt and dispatch of goods	1.1	Responsibility for receipt and dispatch of products accurately determined.
	1.2	Business procedures implemented in regard to receipt, dispatch and secure storage of products.
	1.3	Staff functions observed to ensure business procedures are followed and documentation is completed correctly.
	1.4	Business procedures implemented to ensure products inspected for quantity and quality on receipt.
	1.5	Variations to quantity and quality of delivered products acted upon according to business policy.
	1.6	Safe handling and storage of products supervised in line with business policy.
WRWI301A.2 Maintain stock records	2.1	Stock levels monitored and maintained at required levels.
	2.2	Stock reorder cycles maintained, monitored and adjusted as required.
	2.3	Team members informed of their individual responsibilities in regard to recording of stock.
	2.4	Stock storage and movement records maintained in line with business policy.
	2.5	Stock discrepancies recorded and procedures followed according to business policy.
	2.6	Stock performance monitored and fast/ slow selling items identified and reported according to business policy.
WRWI301A.3 Ensure inventory is on hand	3.1	Deliveries co-ordinated to meet inventory demand.
	3.2	Logistics of delivery match inventory supply requirements.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWI301A.4 Co-ordinate stocktake/ cyclical count	4.1	Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.
	4.2	Staff rostered according to allocated budget and time constraints.
	4.3	Stocktaking tasks allocated to individual team members.
	4.4	Team members provided with clear directions for the performance of each task.
	4.5	Team members allocated to ensure effective use of staff resources to complete task.
	4.6	Accurate reports on stocktake data, including discrepancies produced for management.
WRWI301A.5 Identify stock losses	5.1	Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.
	5.2	Avoidable losses identified and reason established.
	5.3	Possible solutions for stock loss recommended and implemented.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Handling techniques may vary according to stock characteristics and industry codes of practice
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Business merchandise and marketing policies which may include:

- Procurement process agreed by users
- Business culture
- Current market position
- Merchandise and product range
- Pricing, labelling and packaging requirements
- Product range

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RANGE OF VARIABLES (continued)

Methods for requesting and receiving offers may include

- Open or restricted tendering and contracting
- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

Suppliers including

- Types and location
- Local or overseas
- Existing or new contacts.
- Internal or external

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Forecast Information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Stock recording systems may be

- Manual
- Electronic

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RANGE OF VARIABLES (continued)

Logistics may include

- Phases or stages of the supply and distribution chain
- Timeframes
- Milestones
- Payment schedule
- Targets
- Outputs
- Infrastructural resources
- Levels of service

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following to be collected:

- Stock is available to meet business needs
- Consistently implementing and monitoring policy/ procedures regarding receipt, dispatch and secure storage of goods
- Regular monitoring of staff implementation of inventory procedures and documentation in regard to receipt, dispatch and secure storage of goods
- Monitoring stock levels, storage, movement and reorder cycles on a regular basis
- Organising and co-ordinating stock movement
- Accurate and timely completion of all documentation
- Accurate monitoring and review of inventory levels

Interdependent assessment of units

This unit may be assessed independently or in conjunction with WRWPL302A *Process product and service data.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Stock control
- Business merchandising system:
  - Bar codes
  - Labels
  - Price tags.
- Stock recording system
- Stock replenishment/reorder procedures
- Impact of business planning and sales forecasts on inventory
- Market trends and impact of special events of inventory
- Inter and intra Business 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.
- 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
- Knowledge of organisation and referral mechanisms for facilitating inventory demand monitoring

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Map inventory demands
- Apply operations plans
- Apply operations management approaches to achieve plans
- Action improvements to inventory control processes
- Conform with legal, administrative and business supply requirements
- Improve business inventory control

Resource Implications

Access to required assessment evidence, additional time spent with assessee in assessment because of nature of assessment tasks, appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	(written) 2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWI402A PLAN INVENTORY LEVELS

This unit involves the planning and control of inventory levels for a business to meet current and forecasted operational and customer demand whilst monitoring plans and systems for improvement.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWI402A.1 Forecast inventory demands	1.1	Links between enterprise planning and sales forecasts and stock levels determined
	1.2	Means to forecast demands on inventory determined.
	1.3	Importance of monitoring market trends and technology changes as part of managing inventory demands established.
	1.4	Impact of special events of future inventory demands anticipated and actioned.
WRWI402A.2 Implement inventory control systems	2.1	Operational performance standards or benchmarks established to measure the control of inventory levels.
	2.2	Role of control in inventory management detailed for specific wholesale workplaces.
	2.3	Scheduling completed to assist control inventory levels and logistics planning.
	2.4	Relationship between distribution systems and inventory control established and managed.
	2.5	Different operations management approaches to manage and control inventory levels to achieve operational outcomes compared and contrasted.
	2.6	Operations management approaches adopted to achieve wholesale business and inventory plans, including the use of: - Material Resource Planning - Manufacturing Requirements Planning II - Just In Time.
	2.7	Maintenance plans or process for inventory equipment, tools and facilities devised.
	2.8	Purchasing systems established.
	2.9	Inventory is available to meet demand.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWI402A.3 Monitor and improve inventory plans	3.1	Relationship between inventory control processes and competitive advantage for the business determined.
	3.2	Existing ordering and inventory control tools and procedures regularly reviewed.
	3.3	Industrial standards or performance benchmarks for inventory control processes continually improved.
	3.4	Stock control and monitoring systems reviewed and improved.
	3.5	Strategy to improve a wholesale business' inventory control identified and reported.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

- Key elements of a commercial strategy may include
- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers and suppliers standards

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RANGE OF VARIABLES (continued)

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Forecast Information collection may be by

- data base or Internet searches
- modelling
- telephone
- facsimile
- mail
- verbal meetings

Logistics may include

- Phases or stages of the supply and distribution chain
- Timeframes
- Milestones
- Payment schedule
- Targets
- Outputs
- Infrastructural resources
- Levels of service

Forms of procurements or purchasing activities may include

- Requisitions
- Tenders
- Competitive bids
- Production schedules
- Electronic Data Interchange
- Just In Time
- Ordering
- Bill of materials
- Stock and supply agreements

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RANGE OF VARIABLES (continued)

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

Evaluation of options may include

- Stakeholder consultation
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of results

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Maintenance of accurate and appropriate inventory levels
- Accurate forecasts on inventory demand
- Plans for inventory required to meet special events or contingencies
- Implementation of appropriate operations/ inventory control and monitoring approaches.
- Ongoing review and improvement of inventory plans

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Operations management approaches
- Relationships between inventory and distribution
- Relationships between marketing and inventory management
- Forecasting as it impacts inventory
- Special events impacting specific business operations or planning cycles
- Legal, administrative and business supply requirements
- Industrial or performance standards systems used to measure and monitor inventory levels and performance
- Occupational health and safety aspects of job

Display skills in terms of job role or function, including the ability to:

- Written tasks in complex planning and reporting tasks
- Apply inventory and operations management approaches
- Implement inventory control procedures within a team environment
- Complete ongoing reviews and improvements to inventory plans

Resource Implications

Access to required assessment evidence, additional time spent with assessee in assessment because of nature of assessment tasks, appropriate assessment facilities.

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	3	3	3

Shading = emphasis required this Unit

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WRWOP201A COMPLY WITH LEGISLATIVE REQUIREMENTS IMPACTING BUSINESS ACTIVITIES

This unit covers the requirements for an operative working in compliance with relevant legislation and other procedures impacting routine activities. Specifically it covers safe handling of product; non-discriminatory behaviour, information security and identifies other, applicable legislation in the area of business operations.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWIO201A.1 Handle products according to safe practices	1.1 Dangerous goods handled, stored and transported according to wholesale business and relevant legal and legislative requirements. 1.2 Hazardous goods handled, stored and transported according to business and relevant legal and legislative requirements. 1.3 Fresh food handled, stored and transported according to company and relevant legal and legislative requirements. 1.4 Special sign posting and/ or labelling information on identified products applied.
WRWIO201A.2 Model non-discriminatory behaviour	2.1 Work practices, interaction with others and behaviour reflect application of relevant industrial, equal employment opportunity, anti-discrimination and related legislative provisions and/ or business code of conduct. 2.2 Diversity acknowledged and respected. 2.3 Appropriate channels utilised to report grievances or to action complaints against individual behaviour or practices.
WRWIO201A.3 Maintain information security	3.1 Information recorded, stored and transferred according to legislative and business requirements. 3.2 Access to information administered according to legislative and business requirements.
WRWIO201A.4 Adhere to applicable Government legislation and requirements	4.1 Relevant government legislation and requirements impacting wholesale operations determined. 4.2 Trade Practices legislation requirements and provisions correctly determined. 4.3 Trades Practices requirements covering specific workplace duties detailed. 4.4 Role of Australian Consumer and Competition Commission detailed. 4.5 Product labelling meets legislative requirements 4.6 Confidentiality and security of all data and-information maintained to legislative and business policy and requirements.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual media (eg. videos, television news)

Dangerous and hazardous goods includes those identified by

- Product labels
- Industry and regulatory authorities
- Internal business experts
- Experts as dangerous
- Prevailing Codes and Practices

Compliance requirements covering operation may include

- Domestic, import or export based businesses.

Dangerous and hazardous goods handling includes

- Transportation
- Storage
- Disposal
- Co-location requirements
- Labelling and identification

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RANGE OF VARIABLES (continued)

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Diversity covers differences including

- Cultural
- Racial
- Intellectual
- Ethnic background
- Physical
- Gender
- Languages
- Customs
- Age
- Sexual preferences
- Religious beliefs

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Handle products according to safe practices on a consistent basis, over a period of time and performance contexts
- Demonstrates safe work behaviours
- Adheres to diversity, equity and EEO principles
- Maintains security of work space, data and technology/ equipment
- Complies with relevant legal and legislative requirements
- Details understanding of legal requirements, codes of practice and business policy with regards completion of job duties and functions

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function

- Prioritising work schedule
- Recording, storing and transferring information
- Confidentiality and security requirements
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Dangerous and hazardous products/ goods Code of Practice
- Codes of conduct
- Approval processes
- Equal Employment Opportunity, equity and diversity principles and practices
- Industry bodies
- Unions or employee associations
- Technical or management experts/ advisers
- Trade Practice law
- Relevant commercial law and legislation
- Occupational health and safety aspects of job
- Relevant consumer law, commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Implement company and legislative policy with handling, storing and transporting dangerous goods
- Implement company and legislative policy with handling, storing and transporting hazardous goods
- Implement company and legislative policy with handling, storing and transporting fresh food
- Posting special signs as required
- Record, store and transfer information
- Identify and adhere to relevant government legislation and business requirements
- Maintain confidentiality and security of all data
- Handle products according to safe practices
- Literacy and numeracy skills related to workplace safety signs, manuals and instructions
- Locate and interpret labels and handling instructions for products/ goods
- Able to handle products/ goods according to their specific dangerous and hazardous, or food safety requirements.
- Work safely with other team members or suppliers/ external personnel as required
- Identification and correct use of equipment
- Plan own work

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	1	1	1

Shading = emphasis required this Unit

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WRWOP402A MAINTAIN OPERATIONAL QUALITY AND PRODUCTIVITY

This unit involves achieving business and improvement targets through securing work team commitment and the on going maintenance and assurance of productivity and quality systems.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP402A.1 Maintain productivity	1.1 Systems for monitoring the supply of both products and services to the wholesale business managed efficiently. 1.2 Systems for monitoring production and delivery of products and services implemented. 1.3 Disruptions to production and delivery of products and services anticipated and managed. 1.4 Potential improvements to wholesale business processes and systems identified and reported. 1.5 Corrective actions implemented immediately to improve quality and/ or productivity.
WRWOP402A.2 Assure quality	2.1 Measures for service and process quality distinguished. 2.2 Tools for measuring quality applied. 2.3 Adherence to quality standards assessed and reported.
WRWOP402A.3 Build a commitment to continuous improvement	3.1 Quality approaches and procedures understood by work groups/ teams. 3.2 Work designed and completed in accordance with quality procedures and standards. 3.3 Performance confirmed and communicated to relevant teams, operational units and managers. 3.4 Team members commit to quality outcomes and processes. 3.5 Feedback sought on how to improve process and service quality.
WRWOP402A.4 Implement process quality	4.1 Quality standards impacting a specific work area devised. 4.2 Tools for monitoring quality performance accessible to all staff. 4.3 Work completed in accordance with quality standards. 4.4 Existing work practices reviewed to ensure compliance with quality outcomes.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

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RANGE OF VARIABLES (continued)

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Quality tools may include

- Seven tools of quality
- Internal/ business endorsed measurement devises and systems
- Tools associated with an approach that involves quality

Approaches involving quality concepts may include

- Continuous quality improvement
- Total Quality Management
- Service Quality
- Continuous Improvement
- Total Service Quality
- Statistical Control
- Benchmarking

Relevant quality standards may include

- AS/NZ ISO series
- Australian Quality Awards
- Other recognised framework.

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Identify the appropriate quality tool to use when measuring a given situation
- Measures quality in a given situation using tools provided
- Apply quality concepts and principles to work practices
- Quality and timeliness of task performance over time is evidenced by QA manuals that work in practice and are easily maintained in up-to-date form
- Documentary evidence of efforts to assure quality including audits, compliance reports, quality reviews, work instructions and team communication tools
- Effective communication of quality process information to relevant management and team members

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Quality improvement concepts, principles, philosophies and practices
- Quality tools
- Measurement approach and communication (ie. Reporting outcomes to individuals, teams and management)
- Common types of teams
- Comparative approaches to achieve quality outcome
- Tool(s) used to measure quality improvement in a range of contexts
- Defining a process
- Objectives and key principles of quality improvement approaches
- Alternative approaches to quality
- Essential features of a quality system/ approach
- Prioritising work schedule
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Quality standards and benchmarks
- Quality systems and standards organisations
- Occupational health and safety aspects of job
- Relevant legal and legislative considerations

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Use systems for monitoring supply of products and services
- Anticipate and manage disruptions to service and products
- Take rapid corrective action when necessary
- Develop and apply tools for measuring quality
- Report on adherence to quality standards
- Assist team members too understand quality approaches and procedures
- Complete work in accordance with quality standards
- Review work practices to comply with quality outcomes
- Quality assurance requires careful and methodical task completion and includes analytical, measurement and task planning.
- Identify and describe management principles that influence achievement of relevant Australian Standards
- Mathematical concepts and skills underpinning productivity improvements, research, analysis and evaluation
- Work in a team to build commitment
- Communication and interpersonal skills, including working in teams that may be cross-functional

Resource Implications
Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance
The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment
Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

Shading = emphasis required this Unit

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WRWOP403A MONITOR COMPLIANCE WITH LEGAL AND LEGISLATIVE REQUIREMENTS IMPACTING BUSINESS OPERATIONS

This unit covers the ability to investigate and comply with the legal and administrative requirements for establishing and maintaining a wholesale businesses, including establishing a legal structure for the business, complying with statutory requirements, minimising risks and securing relevant rights to products / services.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP403A.1 Determine legal structure of the business	1.1 Legal options for the most suitable type of business structure examined taking into account: - Preferences of owners - Requirements of funding bodies - Confidentiality considerations (legal and financial) - Taxation considerations - Superannuation considerations. 1.2 Legal rights and responsibilities of the business investigated to ensure business is adequately protected under legal and legislative provisions.
WRWOP403A.2 Monitor compliance with statutory and regulatory requirements	2.1 Statutory requirements affecting the structure of the wholesale business confirmed and steps taken to ensure full compliance. 2.2 Statutory and regulatory requirements affecting the operations of the business confirmed and appropriate steps taken to ensure full compliance. 2.3 Insurance requirements determined and adequate cover acquired to ensure risk minimisation. 2.4 Registration of the wholesale business in accordance with owner/ operator preferences and legal requirements secured. 2.5 Legal documents and relevant records maintained and updated according to security and access requirements.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP403A.3 Establish rights to wholesale products/ services	3.1 Information on any purchase rights secured and their implications fully understood. 3.2 Conditions applying to production and supply of wholesale products and services established to ensure compliance with legal and contractual requirements. 3.3 Cost of procurement rights to wholesale products and services established including ongoing financial planning. 3.4 Rights and responsibilities applying to the use of wholesale products and services confirmed to ensure accurate information is communicated to customers. 3.5 Legal advice on contractual rights and obligations secured, if required, to clarify wholesale business liabilities.
WRWOP403A.4 Secure rights to products / services	4.1 Production rights based secured on an informed assessment of all available information. 4.2 Brand ownership and protection rights determined. 4.3 Contractual procurement rights secured to provide optimal conditions for production of wholesale products / services.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Contract law
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Rights and obligations may be determined by experts including

- Internal or external experts on:
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

Compliance requirements covering operation may include

- Domestic, import or export based businesses.
- Brand may encompass
- Product brands
- Company brands
- Supplier brands
- Register trade marks
- Registered brands
- Intellectual property

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RANGE OF VARIABLES (continued)

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

Markets may include

- Local
- National
- Regional
- International

Insurance requirements will vary given the

- Type of product or service provided
- Intended use of products or services
- Location of market

Supply and distribution means

- Assessed risk
- Cost and benefits
- Suppliers may be
- Commercial companies
- Governments, public agencies or organisations
- Community and not-for-profit organisations
- Internal

Evaluation of options may include

- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Analyse and report on basic business structures
- Determine and report compliance of existing business operations with standard legal and legislative requirements
- Confirm rights of consumers given specific service and product delivery scenarios for a business
- Source and process legal and technical advice on operational matters
- Able to prevent a businesses' intellectual property and technology used in standard operations migrating to/ being taken by a competitor

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Legal structures of businesses
- Legal rights and responsibilities of different business structures
- Financial reporting and accounting
- Service and consumer rights and business obligations
- Key regulatory organisations and bodies
- Community and consumer representative groups
- Sources of legal and technical expertise and advice
- Approval processes
- Legal processes and terms (eg. negligence and liability)
- Recording, storing and transferring information
- Confidentiality and security requirements
- Information sources on product and supply arrangements for customers
- Codes of conduct
- Equal Employment Opportunity, equity and diversity principles and practices
- Concepts of ownerships (products, concepts, technology, ideas, etc.)
- Industry bodies
- Technical or management experts/ advisers
- Trade Practice law
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Relevant consumer law, commercial law and legislation

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RANGE OF VARIABLES (continued)

Display skills in terms of job role or function, including the ability to:

- Interpret basic documents of a statutory, legal and contractual nature within a business context
- Source legal, insurance, rights and contractual information
- Determine the costs and consequences of non-compliance with key legal obligations and requirements impacting wholesale transactions
- Analyse and apply business and contract law principles when securing rights to products and services
- Protect Intellectual Property
- Determine responsibilities and accountabilities of parties regarding specific wholesale business transactions.
- Plan, organise and analyse information

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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WRWOP404A NEGOTIATE CONTRACTS

This unit involves the knowledge and skills required to secure, negotiate and finalise legally binding and valid contracts for a wholesale business operating within a competitive commercial environment.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP404A.1 Negotiate agreements and contracts	1.1 Features of a contract defined. 1.2 Details of different contract and agreement types correctly determined. 1.3 Parameters of what constitutes a contract and contractual obligation can be detailed. 1.4 Relevant legal and legislative provisions impacting the type of contract accurately determined. 1.5 Features and benefits of contracts and agreements detailed. 1.6 Parameters for what will constitute a breach of contract established prior to contract preparation.
WRWOP404A.2 Secure new contracts	2.1 Features and quality of new contracts analysed. 2.2 Opportunities for new contract identified outside the tender process. 2.3 New contracts secured to absorb excess production/ volume/ capacity.
WRWOP404A.3 Award a contract	3.1 Specialist expertise sourced to assist evaluate offers as required. 3.2 Responses to offers for contracts reviewed according to agreed procedures and criteria. 3.3 Offer selected. 3.4 Successful tenderer notified in accordance with business policy and procedures. 3.5 Records and reports on evaluation of offers and reasons for selection of one candidate kept for audit and post-contractual feedback to management and unsuccessful tenderers.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP404A.4 Prepare a contract	4.1 Contracts prepared to service the required purpose 4.2 Expert advice sought on construction and drafting contracts as required. 4.3 Contracts binding for their purpose. 4.4 Level of commitment a contract will impose on an individual, business area and company determined 4.5 Contracts correctly prepared to meet company purposes.
WRWOP404A.5 Finalise contract details	5.1 Level of approval required for type or agreement and/ or contract correctly determined. 5.2 Contract is legally valid and binding. 5.3 Contract release announced. 5.4 Unsuccessful tenderers informed or debriefed as to outcomes. 5.5 Constructive feedback given to unsuccessful tenderers and internal staff on continuous improvement of tender process and responses.
WRWOP404A.6 Review a contract	6.1 Achievement of contract outcomes and performance reviewed. 6.2 Terms and conditions under contract evaluated.

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Contractual arrangements may include

- Letters of appointment or intent
- External contracts
- Trade partners
- People contracts
- Verbal and written orders
- Purchase order
- Petty cash
- Memoranda of understanding/ memoranda of agreement
- In-house service level agreements
- Contracts
- Common use arrangements/ standing offers
- Contracts as detailed under the Trade Practices Act

Contract negotiation issues may include

- Contract variations including ability to vary or modify targets, processes and/ or clauses
- Innovations
- Modification and amendment rights
- Scope
- Non-compliance
- Consequences

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RANGE OF VARIABLES (continued)

Special expertise and advice sources may include

- Internal or external experts on:
- Legal
- Financial
- Trade
- Insurance
- Economics
- Technical and scientific
- Probity
- Other as required

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Special expertise and advice sources may include

- Internal or external experts on:
- Legal
- Financial
- Trade
- Insurance
- Economics
- Technical and scientific
- Probity
- Other as required

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RANGE OF VARIABLES (continued)

Issues causing a review of a contract may include

- Breach of existing provisions
- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Negotiate contracts and agreements that secure standard operational outcomes
- Documentary evidence of management plan, monitoring strategy and evaluation processes for a contract covering standard business operations
- Documentary evidence of a contract negotiation, award and finalisation process being completed according to legal and legislative provisions
- Demonstrated adherence to ethical and legal principles in personal conduct throughout the contract process
- Ability to source expertise to assist draft contracts covering standard business operations
- Ability to work with experts to implement a contract process from announcement, consideration of applications, negotiation and preparation of a final contract with the successful applicant

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Probity processes and issues impacting the process of selection and awarding of a contract
- Law of torts
- Law of contract
- Trade Practice law
- Relevant legal and legislative considerations and provisions
- Breach of contract
- Relevant codes of practice, guidelines and rules
- Negotiation principles and practices
- Understanding of the different business context in which the contractual sources of information apply
- Approval processes and key personnel
- Technical or management experts/ advisers
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Define the features of a successful contract
- Involve key stakeholders and management
- Select contracts according to probity and ethical issues
- Determine the details of different contracts
- Identify opportunities for new contracts
- Secure new contracts according to parameters determined by the business
- Source specialist knowledge and expertise
- Review, record and respond to applications
- Complete processes for checking contracts against stated operational outcomes
- Communication with those seeking to securing a contract
- Written skills concerning awarding and announcing contract release
- Debrief unsuccessful tenderers
- Evaluate and monitor terms and conditions of contracts

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

Shading = emphasis required this Unit

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WRWOP405A IMPLEMENT PRODUCT RECALLS

This unit involves the initiation and implementation of product recalls for a wholesale business in compliance with prevailing legal obligations and within risk management principles.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP405A.1 Respond to customer problems that may require product recall	1.1 Details of complaint accurately recorded. 1.2 Preliminary assessment of risk to public health and safety determined. 1.3 Senior management informed of potential risk to public health and safety according to company recall procedures. 1.4 Manufacturer and/ or vendor immediately informed of complaint. 1.5 Products determined to immediate risk to public health and safety withdrawn from sale according to company recall procedures. 1.6 On confirmation of risk relevant public and industry product recall bodies informed.
WRWOP405A.2 Respond to initial enquiries to clarify nature of product risk	2.1 Process for determining risk and role of relevant public and industry product recall bodies detailed. 2.2 Nature of risk investigated, ascertained and reported to relevant public and industry product recall bodies.
WRWOP405A.3 Implement product recalls	3.1 Recall activities administered to company and legislative procedures. 3.2 Recalls completed effectively within set time constraints. 3.3 Instructions for recall procedures and contingencies established in a timely and efficient manner.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Food safety
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a recall strategy may include

- Timing
- Warnings
- Insurance issues
- Consultation with key stakeholder
- Organising logistics
- Reporting compliance
- Claim procedures on recalled products
- Legal requirements
- Approvals obtained
- Impact on business relationships and contractual arrangements

Product recall bodies and committees may include

- Recall Coordinating Committee, manufacturer or industry recall committee, Australian and New Zealand Food Authority, Australian Food Council, Grocery Manufacturers of Australia, wholesale and distribution bodies, and/ or state and territory government bodies including those responsible for health, consumer affairs, and Industry, Science and Tourism.

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RANGE OF VARIABLES (continued)

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

Recall procedures and standards include

- Those outlined by the Australian & New Zealand Food Authority and Trade Practices Legislation and procedure manuals.
- Business operating procedures.
- Relevant Australian Standards for product manufacturer, maintenance, storage, transportation, handling or sale.

Reports may include

- Risk Assessment report
- Customer Complaint
- Nature of contamination
- Nature of complain
- Characteristics of product – fresh food, long life, grocery, general merchandise, chilled, packaged, unpackaged
- Police report

Suppliers may be

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Responsiveness to customer complaints
- Able to maintain confidentiality and security of initial complaint and potential risk
- Able to manage recall process for a work site/ recall activity
- Demonstrated ability to organise, plan or complete recall and withdrawal procedures to business, manufacturer or government initiated recall notice
- Evidence for consistency judged by satisfactory and timely task performance over time
- High order communication skills including interpersonal communication with staff, external stakeholders and business customers
- Planning and organising activities evidenced through verbal and written documents that identify plans, clarity of instructions and implementation of agreed actions

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Processing customer complaints dealing with potential risk to public health and safety
- Correct reporting procedures
- Reporting and recording all actions
- Recall process
- Public liability obligations
- Implications of differing contract types and contexts
- Consumer groups and representative bodies
- Relevant government agencies at all tiers of government
- Relevant commercial law and legislation
- Trade practices law
- Rights and responsibilities of all parties
- Transport, storage and disposal of recalled products
- Australian Competition and Consumer Commission provisions
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Map Australian Standards/ Australia & New Zealand Food Authority requirements for product recall procedures
- Secure, prepare and review product recall practices and procedures
- Analytical and decision making skills
- Planning and organisational skills
- Communication skills including internally within the company and with external parties including consumer groups, media, government bodies, business customers and suppliers, and individual consumers.

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

Key Competencies

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Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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WRWOP406A MANAGE AND PROMOTE BUSINESS TO BUSINESS E-COMMERCE SOLUTIONS

This unit involves the management and on going maintenance of procedures impacting electronic commerce systems and technology within a wholesale business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP406A.1 Manage e-commerce solutions	1.1 Technologies relevant to electronic commerce solutions identified. 1.2 Capabilities and limitations of the Internet determined. 1.3 Impact and use of web sites determined. 1.4 E-commerce solutions monitored for compliance to business outcomes and customer requirements. 1.5 E-commerce system monitored for ability to meet peak demands. 1.6 Data collected and reviewed on e-commerce solutions' ongoing effectiveness. 1.7 Development of e-commerce systems planned. 1.8 Budgets for e-commerce systems, human and hardware resources and infrastructure managed. 1.9 Modifications or customisation of e-commerce systems undertaken to meet changing internal or external customer demands.
WRWOP406A.2 Maintain the function and interrelation of component E-commerce systems	2.1 Languages used across e-commerce systems deliver systems, application and business requirements. 2.2 Programming of systems and processes deliver business and customer outcomes. 2.3 Design features of web sites deliver marketing, brand, business image and strategic outcomes. 2.4 Web pages and Internet presence reviewed for appropriateness to customers and sales requirements. 2.5 Programs and applets deliver systems and business requirements. 2.6 Hardware and interface components of a computerized communications network deliver systems requirements.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP406A.3 Verify interconnection of e-commerce systems	3.1 Options for interconnection of e-commerce systems and users confirmed. 3.2 Business and operational outcomes sought from systems interconnection verified. 3.3 E-commerce systems interact and connect to achieve business and process outcomes.
WRWOP406A.4 Establish protocols and access procedures for customers	4.1 Protocols and access procedures for customers established including: - Access - Security - Payment - Third party access to information or technology. 4.2 Security and confidentiality of e-commerce systems maintained. 4.3 Security of hardware maintained.

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- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
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- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
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  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Interconnection includes

- Transmission technologies: Ethernet, optical fiber, gigabit networks, cables, cellular transmission, infrared, satellite.
- Intranets, internets.
- Reliable message passing, interoperability.
- Network technologies: servers, clients, access control.

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RANGE OF VARIABLES (continued)

Languages common on the Internet include

- HTML
- XTML
- Java
- PERL

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Commercial set up of e-business include

- Business to business
- Business to end-consumer (direct)
- Consumer to consumer

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- International standards for computer languages, configuration, interconnectivity
- Manufacturers' and suppliers' standards

Evaluation of options may include

- Stakeholder consultation
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

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RANGE OF VARIABLES (continued)

Tools and commands for processing data may vary according to

- System configuration
- Business
- Software and hardware
- Software set up
- Manual and electronic processing requirements
- Data type

Security of systems includes

- Principles of digital cryptography, steganography and public-key cryptosystems.
- Cryptography standards, eg. Government security policy, international standards
- Digital signatures, digital escrow, certification
- Virus protection
- Secure communications

Security of hardware includes

- Intrusion detection and countermeasures: password attacks, virus detection and removal
- Copy and counterfeit detection: digital watermarks, electronic notaries
- Privacy and anonymity protocols: third-party order/purchase

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Demonstrated capacity to develop inventory, distribution and/ or supply processes and policies for an E-business
- Evidence of managing and supervising e-commerce solutions within a specific work context
- Documentary evidence of protocol required to maintain and complete e-business operations
- Operational efficiency and reliability to e-commerce systems
- Maintenance to business requirements of security, access and e-business applications
- Documentary evidence of effective communication links with customers, staff and management
- Accurately provides data on operational efficiency of e-commerce systems and compliance of system with manufacturers and business requirements
- Manages e-commerce systems to budget, operational and customer satisfaction targets

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- System purpose (work load) and processing requirements
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Understanding of technological and electronic commerce systems and software knowledge and skills
- Written policy and internal procedures on trading, e-trading and associated contractual documents
- Capabilities and limitations of the internet and e-commerce solutions
- Manufacturers specifications for use and maintenance of equipment and systems
- Systems maintenance protocols and procedures
- System and software languages and interoperability
- Quality measures and principles
- Customer needs
- User needs
- Budget and financial reporting
- Occupational health and safety aspects of job
- Relevant legal and legislative requirements impacting privacy, confidentiality, security and electronic transactions.

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Determine resource requirements and limitations
- Use appropriate technology to achieve system and business outcomes
- Consult with stakeholder and system users
- Review procedures to constantly improve effectiveness
- Be familiar with language used across e-commerce systems
- Review web pages and internet presence for marketing purposes
- Analytical and problem solving skills
- Manage budgets for e-commerce systems
- Establish protocols and access procedures

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWOP407A MAINTAIN WORKPLACE SAFETY

This unit is based on Workplace Australia Guidelines and requires a level of skills and knowledge involving the responsibility for ensuring business compliance through staff members applying and maintaining occupational health and safety requirements and emergency procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP407A.1 Communicate safety procedures to staff	1.1 Business health, safety and emergency policies and procedures clearly and accurately explained to team members. 1.2 Procedures for identifying and reporting all unsafe situations confirmed with staff. 1.3 Procedures for identifying and reporting all breakdowns in relation to machinery and equipment confirmed with staff. 1.4 Relevant provisions of occupational health and safety legislation and codes provided to team members 1.5 Fire and safety hazards communicated to all team members. 1.6 Information on identified hazards and risk control procedures regularly provided and clearly explained to team members 1.7 Opportunities and processes that enable team members to identify and contribute on occupational health and safety issues implemented according to business policy and procedures.
WRWOP407A.2 Maintain a safe workplace	2.1 Business policies and procedures implemented with regard to identification, prevention and reporting of potential hazards. 2.2 Prompt action taken to deal with hazardous events according to business policies. 2.3 Unsafe or hazardous events investigated to identify cause and inadequacies in risk control measures 2.4 Resource allocation for risk control measures identified and reported to relevant personnel. 2.5 Equipment maintenance procedures and policies established and maintained. 2.6 Measures implemented to prevent future reoccurrence of health and safety breaches or non-compliance issues.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP407A.3 Implement Emergency Procedures	3.1 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. 3.2 Policies and processes for communication and implementation of emergency procedures reviewed regularly.
WRWOP407A.4 Monitor Occupational Health and Safety compliance and management	4.1 Need for Occupational Health and Safety Training identified and reported. 4.2 Occupational Health & Safety details on personnel records maintained accurately. 4.3 Occupational Health & Safety records and information maintained and stored according to business procedures and legal requirements. 4.4 Non-compliance reports completed and reported in an accurate and timely manner.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

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- License, patent or copyright arrangements
- Environmental protection legislation
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- Emergency procedures
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- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Occupational health and safety procedures may deal with

- Safe manual handling and lifting
- Use of enterprise electronic and data processing equipment
- Customers
- Staff
- Equipment/ tools
- Premises
- Products

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RANGE OF VARIABLES (continued)

Unsafe situations may deal with

- Transport, storage and handling of dangerous goods
- Transport, storage, handling working in the proximity of hazardous goods
- Use and maintenance of electrical equipment
- 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.

Identification and actioning training needs in OH&S may involve

- Observation
- Formal training analysis
- Performance appraisal/ review
- Requests by staff
- Observed performance problems
- Industry or manufacturer compliance training and updates
- Routine training

Emergency procedures may include

- Sickness
- Bomb threat procedures
- Accidents
- Fire
- Site evacuation

Team members may include

- Management
- Staff members
- Business customers
- Others

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RANGE OF VARIABLES (continued)

Workplace documents:

- Stock sheets
- Plan-o-grams
- Timetables, staff record forms.
- Credit slips
- Invoices
- Credit notes
- Product return slips
- Telephone message pads

Customers may include:

- External and internal contacts
- Customers may include new or repeat contacts
- Business or direct customers

Communication may occur with

- External customers
- Internal contacts including management and other team members

Work schedules may include

- Task lists
- Duty statements
- Rosters
- Shifts
- Timetables
- Seasonal events

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Applying and monitoring business policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to occupational health and safety and emergency procedures
- Interpreting and monitoring the implementation of manufacturers' instructions with regard to handling products and using relevant equipment
- Implementing procedures for teams to identify and report hazardous situations and rectifying where appropriate, or reporting to the relevant personnel according to business policy and procedures
- Applying and monitoring safe work practices in the handling, storage and disposal of unsafe or hazardous materials
- Applying and monitoring safe work practices in the provision of product or services, according to occupational health and safety legislation/regulations/codes of practice
- Identifying occupational health and safety training needs and maintaining occupational health and safety records

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Occupational health and safety regulations
- Industry terminology
- Legislation and statutory requirements
- Policy and procedures in a specific workplace
- Industry codes of practice
- Occupational Health & Safety and consultative committees
- Products and services
- Distinguishing training needs for procedural or other causes of poor or hazardous performance
- Unsafe situations
- Hierarchy of risk control including:
  - Elimination of hazards
  - Engineering controls to reduce risk
  - Administrative controls eg. span of use for computer operators
  - Use of personal protective equipment

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EVIDENCE GUIDE (continued)

- Hygiene issues
- Fire/ chemical/ electrical hazards
- Spills/ leakage of materials
- Broken or damaged equipment or fittings
- Verbal and non verbal presentation
- Accidents/ sickness.

Display skills in terms of job role or function, including the ability to:

- Place and use safety alarms/fire extinguishers/emergency exits
- Identify hazardous goods and substances
- Establish occupational health and safety signage and symbols in the workplace
- Store and use chemicals and hazardous substances
- Handling broken or damaged equipment
- Manual handling procedures
- Use of personal protective gear/equipment
- Appropriate waste disposal

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	2	2

Shading = emphasis required this Unit

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WRWOP508A IMPLEMENT E-COMMERCE BUSINESS SOLUTIONS

This unit encompasses the competencies required to build electronic commerce systems that deliver more effective solutions for a wholesale business. The unit focuses on analysis of effective business models, management of infrastructure resources, management of electronic payment systems and monitoring the security of those systems and solutions.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP508A.1 Analyse the most effective business to business model	1.1 Requirements for servicing businesses using electronic systems established. 1.2 Appropriate model for creating businesses customers using electronic systems selected. 1.3 Business model for conducting business to business electronic transactions and services implemented.
WRWOP508A.2 Manage e-commerce infrastructure and resources	2.1 Decision making models used to manage and develop e-commerce infrastructure and resources 2.2 Data managed according to business outcomes and requirements. 2.3 Internet or web-based infrastructure and resources deployed to maximise business outcomes. 2.4 Business to business transactions developed utilising e-commerce infrastructure and resources. 2.5 Opportunities to enhance business relationships through e-commerce systems and infrastructure identified. 2.6 Approval for e-commerce systems and infrastructure developments that enhance business relationships obtained. 2.7 Opportunities to enhance e-commerce infrastructure, systems and solutions anticipated and reviewed.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP508A.3 Manage electronic payment and banking systems	3.1 Payment systems appropriateness to existing and future types of electronic payment (digital cash) implemented. 3.2 Systems and mechanisms to secure customer authenticity and integrity applied. 3.3 Methods for assuring payment for products and services provided established. 3.4 Risks involved in financial transactions and payment systems avoided or shared. 3.5 E-commerce systems secure payment for products and services from customers. 3.6 Electronic payment systems and banking systems managed to business outcomes.
WRWOP508A.4 Monitor security of electronic commerce systems and solutions	4.1 Security of electronic transaction reviewed. 4.2 Reliability of existing systems confirmed. 4.3 Reliability of hardware and software configuration confirmed. 4.4 Secure and confidential transmission of information across networks maintained. 4.5 Security of hardware monitored.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Appropriate models for creating business customers may include

- Catalogue model
- Auction model
- Exchange model
- Barter model

Commercial set up of e-business will include

- Business to business
- Business to end-consumer (direct)
- Consumer to consumer

Security of systems includes

- Principles of digital cryptography, steganography and public-key cryptosystems.
- Cryptography standards, eg. government security policy, international standards
- Digital signatures, digital escrow, certification
- Virus protection
- Secure communications

Security of hardware includes

- Intrusion detection and countermeasures: password attacks, virus detection and removal
- Copy and counterfeit detection: digital watermarks, electronic notaries
- Privacy and anonymity protocols: third-party order/purchase

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RANGE OF VARIABLES (continued)

Decision making models may include

- Predictive models
- Assessing the accuracy of coefficient estimates and predictive (interval estimation and hypothesis testing)
- Assessing the suitability of a model (specification analysis)

Business models for conducting electronic commerce arrangement may vary with

- Access
- Content (product, data and information)
- Commercial set up of trading company
- Software
- Services
- Supply arrangements
- Payment methods

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Electronic payment and banking systems include

- Payment gateways
- Electronic presentment
- Clearance systems
- Dishonour systems
- Credit card transactions
- Electronic bill payment

Forms of electronic payment (digital cash) may include

- E-Cash (non physical cash equivalent, such as frequent flyer points)
- Cybercash
- Electronic banking - SET, electronic purses, negotiable electronic instruments, secure checks
- Billing servers - CAFÉ, SEMPER, Minipay, micropayments

Methods for assuring payment for products and services may include

- Electronic bills
- Letters of credit
- Point-of-sale transactions
- Mail order/ telephone orders

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RANGE OF VARIABLES (continued)

Risk sharing in financial transaction may allocated across

- Buyer, seller, bank and intermediaries

Opportunities to improve e-commerce infrastructure and systems may include

- Technology development
- Systems innovation
- Convergence of technology
- New applications
- New software
- Improved access and content distribution systems

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Analyse and map an effective business to business electronic commerce solution for an aspect of a business operation
- Documentary evidence of a system able to manage electronic payment and banking for a business selling products of services to another business
- Ability to identify secure payment and transaction requirements for an e-commerce solution
- Documentary evidence of an evaluation process to ensure e-commerce systems are reliable, secure and confidential
- Risk analysis and system review of a proposed e-commerce business solution

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Facilities and infrastructural management
- Planning techniques
- Electronic payment and processing
- Methods for assuring safe and secure payment using electronic medium
- Information sources on product and supply arrangements for customers
- Resource requirements and limitations
- Secure electronic payments for given transactions
- Understand the technology underlying secure transmission and verification of information
- Business policy and procedures impacting job role or function
- Written policy and internal procedures on trading, e-trading and associated contractual documents
- Capabilities and limitations of the infrastructure
- Resource investment and maintenance solutions
- Manufacturers specifications for use and maintenance of equipment and systems
- Trends in business to business e-commerce/ e-business systems
- Quality measures and principles
- Customer needs
- Budget and financial reporting
- Occupational health and safety aspects of job
- Relevant legal and legislative requirements impacting privacy, confidentiality, security and electronic transactions.

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Use appropriate technology to achieve system and business outcomes
- Consult with stakeholder and system users
- Demonstrate capacity to assess vulnerabilities in e-commerce systems and infrastructural set up
- Manage the risks and implication of electronic payment systems
- Evaluate competitive technologies for implementing electronic payments
- Use high levels of accounting (mathematical), technological and electronic commerce systems and software assessment skills
- Assess reliability of hardware and software
- Seek approvals
- Monitor business customer satisfaction
- Map business customer needs and expectations

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWOP509A BENCHMARK AND CONTINUOUSLY IMPROVE OPERATIONAL QUALITY

This unit involves the benchmarking, auditing and monitoring of continuous improvement of wholesale processes and service systems to attain best practice in service quality.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP509A.1 Benchmark best practice performance	1.1 Benchmarks set for operational quality in a wholesale business, including consideration of: - business profitability - best practice parameters - service standards - forecasts.
	1.2 Requirement for achieving best practice outcomes confirmed for a wholesale business.
	1.3 Customer service and operational quality benchmarks differentiated.
	1.4 Benchmarking exercises used to stimulate staff learning and understanding.
	1.5 Internal and external benchmarking processes compared and contrasted.
WRWOP509A.2 Audit process quality improvement	2.1 Key means to measure quality determined for all wholesale processes and systems.
	2.2 Measures for benchmarking quality in a given process determined.
	2.3 Audit trail for measuring and mapping quality improvement established.
	2.4 Compliance with quality targets and benchmarks audited.
WRWOP509A.3 Improve wholesale processes	3.1 Measures for quality improvement determined.
	3.2 Staff members regularly briefed on work goals, plans and operational issues to minimise role ambiguity and uncertainty.
	3.3 Analytical tools for measuring quality improvement within a business context established.
	3.4 Quality problem solving tools used to promote qualitative and quantitative solutions.
	3.5 Existing training structured to support Service Standards that improve department supply, display and post sales support.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP509A.4 Monitor quality improvement for a wholesale process	4.1 Individual and team responsibilities for achieving quality outcomes allocated. 4.2 Responsibilities for improvement and identification of problems with process quality allocated. 4.3 On going monitoring systems for quality improvement programs established. 4.4 Quality improvement management and implementation strategy evaluated. 4.5 Feedback and reporting mechanisms on deviation from target (variation) established.
WRWOP509A.5 Monitor customer service quality for a wholesale business	5.1 Information sources on customer satisfaction levels determined. 5.2 Strategies for managing customer needs and expectations devised for business to business and business to end consumers. 5.3 Customer service strategies deliver business to business and business to end consumer needs and expectations. 5.4 Service value chain mapped for a wholesale business including: - suppliers into the wholesale business - internally - to business customers - to customers of business customers - to individual/ direct customers. 5.5 Service quality measures for customer retention and retrieval strategies (in terms of cost, time or quality requirements) devised.
WRWOP509A.6 Improve service quality	6.1 Customer retention and retrieval improved. 6.2 Customer satisfaction levels improved through use of ongoing monitoring systems. 6.3 Service quality benchmarks achieved.

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- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
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- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
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- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

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RANGE OF VARIABLES (continued)

Key elements of a commercial strategy may include

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Quality tools may include

- Seven tools of quality
- Internal/ business endorsed measurement devises and systems
- Audit tools and processes
- Tools associated with an approach that involves quality

Approaches involving quality concepts may include

- Continuous quality improvement
- Total Quality Management
- Service Quality
- Continuous Improvement
- Total Service Quality
- Statistical Control
- Benchmarking

Relevant quality standards may include

- AS/NZ ISO series
- Australian Quality Awards
- Other recognised framework.

Reporting non-compliance may be

- Manual
- Automatics
- Automated/ Electronic

Special expertise and advice sources may include

- Internal or external experts on:
  - Quality
  - Auditors
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Use of benchmark information to improve work group performance and operational systems
- Documentary evidence of feedback and consultative processes underpinning quality and best practice systems
- Benchmarking and auditing procedures and documentation
- Prepare for and apply audit of work practices and systems within a specific work group context
- Utilises internal and external benchmarks to confirm current performance levels
- Evidence for continual improvement of an operational area against agreed benchmarks and an agreed timeframe
- Customer satisfaction measurement and monitoring systems
- Understanding of measurement systems (including tools and communications) by appropriate staff, management and other stakeholders
- Analytical skills demonstrated through use of measurement results to gauge comparative development of both process and customer quality

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Quality concepts and principles
- Quality tools
- Relationship between benchmarking, quality improvement and best practice
- Relationship between process improvement, profitability, performance and productivity
- Quality organisations and regimes
- Industry organisations
- Government and regulatory requirements for quality endorsement/ certification
- International quality systems
- Internal and external quality systems
- Service value chain
- Types of teams and key responsibilities
- Service over the life of a product
- Life time value of a customer
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Relevant consumer law, commercial law and legislation
- Setting up and auditing quality assurance and benchmarking processes

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RANGE OF VARIABLES (continued)

Display skills in terms of job role or function, including the ability to:

- Set benchmarks for operational quality
- Confirm requirements for achieving best practice outcomes
- Establish key means and analytical tools to measure quality outcomes
- Structure existing training to support standards
- Identify and source solutions to resolve problems
- Analysis of customer satisfaction and service quality
- Use benchmarking tools and processes
- Allocate responsibilities for achieving quality outcomes
- Establish feedback and reporting mechanisms
- High levels of communication and interpersonal/team skills

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWOP510A ESTABLISH COMPLIANCE WITH LEGAL AND LEGISLATIVE REQUIREMENTS

This unit builds the skills and knowledge necessary to identify and understand the salient features of the legal environment as they impact upon businesses working in both physical and virtual environments. It reinforces and makes special reference to business to business aspects of contract law, intellectual property, product recall risk and transfer of ownership across national boundaries.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP510A.1 Examine compliance of current business to legal system(s)	1.1 Key elements of major legal systems impacting business to business operations determined. 1.2 Various issues impacting different forms of contracts within business operations compared. 1.3 Business entities commonly encountered in the business environment detailed. 1.4 Legal aspects of financial transactions within business operations examined. 1.5 Legal requirements for the sale of products and services across state, territory, regional and country borders determined. 1.6 Legal implications of electronic commerce for business to business operations examined.
WRWOP510A.2 Establish compliance of current product recall policies and procedures	2.1 Recall procedures and guidelines developed for supplier initiated recalls. 2.2 Recall procedures and guidelines developed for wholesale business recalling its products and services. 2.3 Recall procedures and guidelines developed for government or industry initiated recalls. 2.4 Product recall procedures and policies comply with prevailing legislative, legal and industry requirements. 2.5 Product recall procedures and policies circulated to all relevant personnel and business partners. 2.6 Procedures for halting or monitoring the sale and distribution of recalled products established. 2.7 Staff informed of risks associated with recalled products. 2.8 Policy and procedures for dealing with media and consumer enquiries relating to product recalls established. 2.9 Storage, isolation or disposal process for recalled products established according to risk and recall notification. 2.10 Records and reports on product recall activities and costs analysed.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWOP510A.3 Analyse responsibilities and accountabilities of parties undertaking business transactions	3.1	Legal rules relating to ownership of assets and intellectual property determined.
	3.2	Legal rules relating to the transfer of risk applied.
	3.3	Warranties are designed and issued in compliance with laws within the relevant jurisdiction.
	3.4	Insurance for business operations and products complies with law and laws within the relevant jurisdiction.
	3.5	Legal remedies and enforcement options available for the resolution of disputes ascertained.
WRWOP510A.4 Analyse and apply principles in business and contract law	4.1	Requirements for a valid contract to be formed in a business environment determined.
	4.2	Remedies available for breaches of contract within a business to business transaction applied.
	4.3	Range of principles impacting business to business licensing and other agreements analysed.
WRWOP510A.5 Analyse how the law protects intellectual property	5.1	Major principles relating to intellectual property and its creation determined.
	5.2	Various forms or categories of intellectual property compared.
	5.3	Operation of the law determined with regards to proprietary interests held by a company or individual in a wholesale product being traded overseas.
	5.4	Law of copyright applied in business to business transactions and relationships.
	5.5	Law of design applied in business to business transactions and relationships
	5.6	Various methods of regulating patents and trademarks in an international and local business environment analysed.
	5.7	Principles of assignment and licensing of intellectual property rights applied.
	5.8	Legal consequences of franchising of intellectual property rights held by a business determined.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWOP510A.6 Identify risks associated with managing supply across national boundaries	6.1 Basic risk management strategies determined for addressing legal requirements when managing an international business venture or operation. 6.2 Nature and extent of risk determined with regard to legal requirements impacting the conduct of overseas business transactions. 6.3 Potential risk factors identified with regard to international legal requirements impacting the completion of trade and business overseas. 6.4 Roles and responsibilities of carriers and owner under Acts, conventions and rules covering transport of goods by sea examined. 6.5 International application and provisions covering the sale of goods determined for business transactions. 6.6 Costs and consequences of non-compliance with key international legal obligations and requirements established. 6.7 Risks associated with different modes of transport for products determined.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to but are not limited to

- Intellectual property
- Sale of goods and their transportation agreements and conventions (domestic and export)
- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Special expertise and advice sources may include

- Internal or external experts on:
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

Brand may encompass

- Product brands
- Company brands
- Supplier brands
- Register trade marks
- Registered brands
- Intellectual property

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RANGE OF VARIABLES (continued)

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Key elements of a recall strategy may include

- Timing
- Warnings
- Insurance issues
- Consultation with key stakeholder
- Organising logistics
- Reporting compliance
- Claim procedures on recalled products
- Legal requirements
- Approvals obtained
- Impact on business relationships and contractual arrangements

Product recall bodies and committees may include

- Recall Coordinating Committee, manufacturer or industry recall committee, Australian and New Zealand Food Authority, Australian Food Council, Grocery Manufacturers of Australia, wholesale and distribution bodies, and/ or state and territory government bodies including those responsible for health, consumer affairs, and Industry, Science and Tourism.

Compliance requirements covering operation may include

- Domestic, import or export based businesses.
- Risk will vary with
- Nature and extent
- Product or service provided
- Business assessment and evaluation principles and requirements.
- Cost and benefits
- Location
- Technology
- Personnel/ expertise

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RANGE OF VARIABLES (continued)

International legal, legislative and regulatory issues may include

- International legal frameworks
- Business entities and organisations
- Sale of goods and services
- Legal aspects of international financial transactions
- Law of Contract
- Product liability
- Transport law
- Licensing agreements
- Agency Agreements
- Business names and structures
- Joint Venture agreements
- Ownership issues
- Passing of risk and title
- Warranties
- Insurance
- Intellectual property
- Dealing with intellectual property
- Electronic commerce
- Remedies and enforcement

Intellectual property and technology may vary according to

- Nature of the product or service
- Nature of product or service delivery
- Scope of protection sought
- The ability to show 'ownership'
- Location (eg. Country variations in legal protection)
- Legal and legislative provisions

Recall procedures may be

- Hardcopy or electronic manuals
- At business, team, operational levels
- Product or service specific
- Customer specific
- Territory/ location specific
- Others as specified

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Documents collected over time covering the processing of procedural, insurance agreements, company policies and risk assessment covering satisfactory and timely completion of tasks associated with management of a business operation in compliance with legislative and legal requirements
- Protects a businesses' intellectual property in its various forms or categories
- Documentary evidence of recall procedure for a business operation
- Confirmation of legal rules relating to transfer of risk and legal obligations impacting a specific range of business operations
- Identify and contrast risk and the legal and legislative requirements impacting import and export aspects to a business operation
- Evidence of reporting procedures and appropriate record keeping systems being established for a business operation
- Implementation of risk management strategies
- Accurate and timely processing of documentation relating to business compliance with legal obligations (This may include wholesale businesses operating solely within an import or export environment)

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Remedies available for breaches of contract
- Describe the major principles relating to intellectual property and its creation
- Interpretation of language and meaning associated with legislative, statutory, legal, insurance and contractual documents that span national and international contexts
- Understanding of the business context (national and international) in which the legal, insurance, rights and contractual sources of information apply
- Reporting requirements
- Understands the requirements for a valid contract to be formed in a business environment.
- Product and service warranties
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Relevant domestic and international law, conventions, agreements and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Apply the principles of assignment and licensing of intellectual property rights
- Outline the operation of the law with regards to proprietary interests held by a company or individual in a product
- Identify potential risk factors with regards legal requirements impacting the completion of trade and business.
- Determine costs and consequences of non-compliance with key legal and legislative obligations and requirements
- Determine risks associated with supply or completion of business transactions outside own country (ie. in a physical or virtual environment)
- Apply the legal rules relating to the transfer of risk
- Outline basic risk management strategies for addressing legal requirements when managing a wholesale business or operation
- Plan, collect information and analyse reported information

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWMK201A PROVIDE MARKETING AND PROMOTION PROGRAM SUPPORT

This unit encompasses the knowledge and skills required to support promotional and marketing programs by confirming timing and purpose of programs, responding to enquiries and ensuing materials are available to internal/external customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWMK201A.1 Confirm promotional and marketing activities	1.1	Timing and purpose of promotional and marketing programs obtained and confirmed.
	1.2	Role in support specific marketing and promotion programs confirmed with relevant supervisory personnel.
	1.3	Details of promotional and marketing programs communicated to customers as directed.
WRWMK201A.2 Respond to enquiries on promotional and marketing activities	2.1	Enquiries concerning promotional and marketing programs received and actioned according to business policy and procedures.
	2.2	Accurate details of promotional and marketing programs provided on demand to internal or external personnel according to business policy and procedures.
WRWMK201A.3 Support marketing and promotional programs	3.1	Promotional, advertising or special marketing materials/ merchandise secured to meet internal or external demand.
	3.2	Promotional, advertising or special marketing materials/ merchandise issued to internal or external requests according to business policy and procedures.
	3.3	Orders for more promotional, advertising or special marketing materials/ merchandise lodged in a timely manner.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures

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RANGE OF VARIABLES (continued)

- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Promotional problems may include

- Timing of promotion
- Promotion type (event, seasonal, new lines, new store)
- Supplying volume requirements
- Types of promotions
- Business customer planning times and cycles

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RANGE OF VARIABLES (continued)

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network (VPN), Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual media (eg. videos, television news)

Sales and promotional objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.
- Campaign scope and coverage
- Location
- Season

Promotional, advertising and special marketing equipment may include

- Merchandising/ promotional materials
- Uniforms
- Pay
- Consumables
- Transportation
- Advertising equipment

Promotional, advertising and marketing campaigns may vary to accommodate regional variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Accurate monitoring and confirmation of promotional and advertising programs
- Consistent confirmation of role and responsibilities to support marketing and promotional programs
- Ability to accurately determine details of advertising and promotional programs
- Accurate and clear communication of advertising and promotional program details to identified external and internal queries
- Timely provision of merchandising and support resources to nominated personnel implementing advertising and promotional programs.

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Routine communication processes
- Promotional schedule/ plans
- Support requirements and expectations
- Processing enquiries according to business policy and requirements
- Relevant management personnel
- Ways to support marketing and promotional programs
- Marketing and promotional activities to customers
- Details of promotional and advertising programs
- Occupational health and safety aspects of job
- Relevant legal and legislative considerations.

Display skills in terms of job role or function, including the ability to:

- Detail promotional and marketing activities
- Respond accurately to enquiries on promotional and marketing activities
- Initiating further orders for promotional/ advertising support merchandise
- Conveying accurate details of promotional/ advertising programs to external customers.

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	1	1	1	1

Shading = emphasis required this Unit

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WRWMK202A CONDUCT TELEMARKETING

This unit establishes the knowledge and skills required by a wholesale operatives in applying telemarketing techniques to secure orders or sales through directly approaching customers or by responding to incoming calls from customers. This involves ensuring that technology is appropriately utilised, customer needs met, target calls identified, responses processed according to business requirements and following up as required.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWMK202A.1 Confirm telemarketing processes	1.1	Details of campaign obtained and confirmed.
	1.2	Matters relating to campaign or responsibilities clarified with relevant manager.
	1.3	Call guides and action lists prepared where required.
	1.4	Technology required for completion of ascribed role in campaign(s) determined.
WRWMK202A.2 Respond to customer enquiries using telemarketing technology	2.1	Customer needs clearly established.
	2.2	Customer inquiries satisfied in a prompt and efficient manner.
	2.3	Inquiries beyond individual capabilities or beyond scope of the campaign referred to designated person or recorded for later response.
	2.4	Information not supplied to the customer on initial inquiry is followed up and relayed to the customer within the quickest possible time.
	2.5	Sales and service techniques applied to business and industry standards.
	2.6	Payment options discussed and confirmed with customer during sales transaction.
	2.7	Delivery arrangements confirmed with customer during sales transaction.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWMK202A.3 Seek customers using telemarketing technology	3.1	Call targets identified and confirmed.
	3.2	Telephone calls identified from data base.
	3.3	Calls completed in the most efficient manner possible.
	3.4	Call principles and procedures conform to business requirements.
	3.5	Customer responses recorded accurately to business requirements and level of detail.
	3.6	Customer queries answered or referred to appropriate personnel in accordance with business policy and procedures.
	3.7	Customer requests actioned in accordance with business policy and procedures.
	3.8	Work is undertaken in manner which is safe to self and to fellow workers.
WRWMK202A.4 Process telemarketing customer sales and orders	4.1	Customer requirements are recorded and reported.
	4.2	Customer particulars accurately recorded.
	4.3	Appropriate records completed and reported according to business processes and technology.
	4.4	Customer's preferred payment and delivery options processed.
	4.5	Credit checks arranged according to business and industry policy and requirements.
	4.6	Privacy arrangements fully applied during transaction.
	4.7	Work is undertaken in manner which is safe to self and to fellow workers.
WRWMK202A.5 Maintain telemarketing systems and technology	5.1	Telemarketing systems and technology maintained to business and manufacturer requirements.
	5.2	Faults or safety problems with telemarketing systems and work space reported to relevant personnel.
WRWMK202A.6 Record campaign results	6.1	Campaign results and records processed according to business processes and technology.
	6.2	Difficulties encountered reporting and recording campaign results conveyed to appropriate personnel.
	6.3	Performance against agreed targets assessed and analysed for future improvement.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation

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RANGE OF VARIABLES (continued)

- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

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RANGE OF VARIABLES (continued)

Call guides may vary according to

- Internal or external preparation
- Hard or electronic form
- Automated or manual

Credit check procedures may be

- Automated or manual
- Completed internally or by external agent
- Credit card details include
- Card type
- Card holder details
- Card number
- Expiry date

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

Campaign objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Sales techniques may include but not be limited to

- Gaining a customer
- Closing a sale
- Associates sales techniques including trade-up, trade-in, tie-ins, cut-ins, range-ins
- Negotiation skills
- Over-the-'phone empathy creation
- Securing payment

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RANGE OF VARIABLES (continued)

Campaigns may vary to accommodate regional variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

Methods for requesting and receiving offers may include Open or restricted tendering and contracting

- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

Payment arrangements may include

- Electronic Data Interchange
- Credit card
- Cheques
- Standing offers
- Money order
- Cash on delivery
- Direct debit
- Cash
- Agreed means

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Satisfactory processing of a customer inquiry relating to the specific marketing campaign.
- Satisfactory processing of incoming sales calls from customers.
- Satisfactory processing or outgoing contact with customers to obtain sales or recall, regain a customer.
- Matching customer requirements with business offerings.
- Recording sales.
- Retaining or regaining customers.
- Successful handling of a range of customer contingencies encountered during performance of telemarketing duties.
- Completion of communication tasks according to business procedures; for example, phone orders and accompanying written confirmations, faxed order forms and confirmation documents, electronic order lodgement and accompanying computer print-outs.

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Facilitate interface with customers in a pleasant and efficient manner
- Working knowledge of company policy and procedures important, especially those relating to telephone communications
- Initiative in planning of own work in integrating confirmations and responses with 'seeking customers' competencies
- Relevant industrial or legislative requirements
- Use of technology and maintenance
- Occupational health and safety aspects of job
- Relevant commercial law legal and security requirements

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Apply privacy and security arrangements
- Clarify campaign details
- Solve routine operational problems
- Use appropriate technology to complete ascribed role
- Respond effectively to customer enquiries
- Identify targets
- Record and report information for business transactions and as required by business
- Ensure privacy arrangements apply
- Demonstrated application of safe work practices.

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job though industry has identified that it is appropriate for this unit to be assessed in the workplace.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	1	1	2

Shading = emphasis required this Unit

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WRWMK303A IMPLEMENT ADVERTISING AND PROMOTIONAL ACTIVITIES

This unit involves the targeting of advertising and joint promotional programs to promote the sale of products and services provided to the customer. It encompasses analysis of previous activities, organising and co-ordinating the new activity/campaign and finally evaluating the success of the campaign or activity.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWMK303A.1 Analyse previous promotional activities	1.1	Historical data on previous advertising and promotional activities analysed.
	1.2	Relevant forecasts and trends assessed prior to setting advertising and promotional plans.
WRWMK303A.2 Organise advertising and promotions	2.1	Promotional and advertising activities managed and implemented according to business policies and procedures.
	2.2	Promotional activities organised in line with anticipated/ researched customer requirements.
	2.3	Arrangements negotiated with suppliers in regard to special promotional activities.
	2.4	Promotional activities coordinated to maximise mutual benefit.
	2.5	Evaluation procedures and tools developed to measure the effectiveness of promotions (including the programs and customer response).
	2.6	Promotional activities documented and recorded for future historical reference.
	2.7	Targets for advertising campaign set.
WRWMK303A.3 Co-ordinate implementation of advertising campaigns	3.1	Personnel involved in advertising campaign coordinated.
	3.2	Timing for advertising campaign confirmed.
	3.3	Design brief for advertising and marketing developed.
	3.4	Advertising and promotional events planned.
	3.5	Resource constraints for advertising and marketing identified.
	3.6	Production of advertising material coordinated and proofs reviewed against the design brief.
	3.7	Advertising campaign initiated on time according to business brief.
	3.8	Systems for recording and reporting information established to enable internal and external personnel to assess the progress of advertising campaigns.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWMK303A.4 Coordinate joint promotional programs	4.1	Relevant business customers contacted to establish joint promotional plan objectives and content.
	4.2	Seasonal or special opportunities for joint promotional programs identified.
	4.3	Support materials required for joint promotional programs identified and supplied in a timely manner.
	4.4	Impact of promotional activities on inventory levels analysed and reported.
	4.5	Supplier/ customers advised in a timely manner on promotional activities and targets.
WRWMK303A.5 Evaluate success of advertising and joint promotional activities	5.1	Success of joint promotions evaluated and reported.
	5.2	Success of advertising campaign evaluated against targets.
	5.3	Maximum customer impact achieved by supporting promotional activities.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
- Staff members
- Teams
- Management
- Union representatives
- Industrial relations, Occupational Health & Safety specialists
- Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law

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RANGE OF VARIABLES (continued)

- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Promotional problems may include

- Timing of promotion
- Promotion type (event, seasonal, new lines, new store)
- Supplying volume requirements
- Types of promotions
- Business customer planning times and cycles

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RANGE OF VARIABLES (continued)

Mutual benefits may include

- Joint promotions
- Special events support
- Price
- Gross profit margins
- Collaborative planning
- Co-branding
- Improved trading terms

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Support materials required for promotional programs may include

- Merchandising/ promotional materials Uniforms
- Pay
- Consumables
- Transportation
- Gift and other forms of vouchers

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RANGE OF VARIABLES (continued)

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Historical data may include

- Regional specific buying behaviour
- Demographics
- Market characteristics
- Social factors
- Behavioural factors
- Psychographic factors (eg. lifestyle profiles)

Promotional, advertising and marketing campaigns include those for

- Business customers
- End consumers/ direct customers

Promotional, advertising and marketing campaigns may vary to accommodate regional variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Implement successful campaigns, promotions and advertising
- Analysis of previous promotional activities completed for products and services within a defined market and time period
- Organisation of advertising and promotional programs
- Coordination of joint advertising and promotional programs
- Evidence of satisfactory and timely coordination of advertising and promotional program to agreed targets
- Coordination of seasonal or special even promotional programs to agreed targets
- Accurate determination of promotional program impact on inventory
- Coordinated actions and understanding of businesses involved in joint programs

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Advertising and promotional plans
- Historical data on programs
- Previous coordination requirements for campaigns, promotions and advertising activities
- Targets measurement and evaluation techniques
- Factors determining success of joint advertising and promotional programs
- Business policy and procedures
- Identification and correct use of technology and maintenance
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Use data to analyse previous advertising and marketing activities
- Awareness of advertising events and relevant customers to be contacted
- Initiative in planning of own work in integrating confirmations and responses with competency
- Manage and implement promotional activities
- Set targets
- Establish systems for recording and reporting information for use by others to assess progress of advertising campaigns
- Coordinate multiple players in joint promotional campaigns
- Develop and use strategies to evaluate success of promotional activities

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWMK404A MARKET PRODUCTS

This unit encompasses the knowledge and skills required when marketing concepts, products or services to penetrate a market segment targeted by a wholesale business. It involves establishing the requirements of the customer then developing, implementing and evaluating appropriate marketing strategies.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK404A.1 Establish wholesale customer requirements	1.1 Existing and/ or potential business customers or end consumers (direct consumers) researched to establish demand. 1.2 Requirements for business customers and customers of those businesses determined and compared. 1.3 Systems to receive, respond to and address customer reactions devised and implemented. 1.4 Market research information assessed against the aims and targets of the business plan. 1.5 Customer requirements and preferences in relation to wholesale products/ services recorded and factored into marketing strategies.
WRWMK404A.2 Develop marketing strategies	2.1 Marketing strategies to optimise sales and profit devised in line with: - Aim and targets of the business plan - Customer requirements - Benefits to business partners - Market position - Logistical capacity - Capacity and resources of the business - Forecasts relating to demand 2.2 Segmentation, targeting and positioning of a product completed accurately. 2.3 Resource requirements for implementation of marketing plans determined. 2.4 Cost of promotional activities to reach identified and potential customers accurately set. 2.5 Market mix accurately determined. 2.6 Promotional and distribution methods to reach the identified wholesale market segments determined.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK404A.3 Implement marketing strategies	3.1 Marketing strategies aimed at improving the wholesale business' competitive position implemented. 3.2 Business resources required to effectively implement marketing strategies allocated. 3.3 Internal and external personnel coordinated to implement marketing strategies
WRWMK404A.4 Monitor marketing strategies	4.1 Systems for regularly monitoring marketing activities and evaluating business performance established. 4.2 Analysis of marketing strategies completed to ascertain emerging or changing business opportunities. 4.3 Achievement of performance targets for a marketing plan monitored. 4.4 Barriers to attainment of marketing strategy outcomes identified and addressed.
WRWMK404A.5 Evaluate marketing strategies and customer satisfaction	5.1 Customer reaction to all aspects of the marketing mix secured to guide future marketing activities. 5.2 Sales and service levels evaluated to determine opportunities for change and improved marketing activities to business or direct customers. 5.3 Sales and marketing strategies evaluated to guide future product/ service development, change and improvement. 5.4 Recommendations for improvement in performance in relation to specific marketing effort sought from staff and business customers.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law

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RANGE OF VARIABLES (continued)

- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual media (eg. videos, television news)

Logistics may include

- Phases or stages of the supply and distribution chain
- Timeframes
- Milestones
- Payment schedule
- Targets
- Outputs
- Infrastructural resources
- Levels of service

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RANGE OF VARIABLES (continued)

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Marketing mix includes

- Promotions
- Product
- Price
- Place

Monitoring markets may include

- Market control
- Market information
- Market planning
- Market structure
- Market share

Evaluation of marketing strategies may include

- Location
- Product/ service mix
- Packaging or presentation
- Quality factors (time, cost, variations)
- Access
- Continuity

Benefits sold to a business partner may include

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

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RANGE OF VARIABLES (continued)

Marketing objectives/ targets may vary with

- Product and/ or service
- Business relationships
- Strategic imperative
- Sales strategy
- Promotional strategies and their duration, cycle, territory coverage and product or service focus

Marketing outcomes may be mapped or measured against

- Key performance indicators
- Strategic objectives
- Market share
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Marketing may vary to accommodate regional variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Ability to map how marketing strategies impact purchasing, inventory management, logistics, distribution and sale of product
- Impact of marketing strategies on sale of products or services
- Accuracy of customer profiles and expectations by product/ service
- Development of effective marketing strategies based on existing data
- Determine market mix
- Implement marketing strategies to achieve targets
- Coordination and understanding of internal and external personnel implementing marketing strategy
- Maintenance of customer satisfaction
- Review success and determine areas for improving market share and profitability of specific products/ services

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWPL403A *Maximise Sales of Branded Products.*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Research methods
- Marketing mix
- Market information, systems and research
- Product development cycle
- Price adjustment strategies
- Segmentation, targeting and positioning
- Describe company policy and procedures important, especially those relating to marketing, sales, promotion and advertising
- Appropriate marketing strategies for a range of products and specific markets
- Planning integration of development and maintenance functions
- Principles and practices of marketing
- Logistics
- Determining customer needs, expectations and satisfaction levels
- Occupational health and safety aspects of job
- Marketing rules and regulations within geographic and legislative zones
- Relevant commercial law and legislation

EVIDENCE GUIDE (continued)

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Display skills in terms of job role or function, including the ability to:

- Research skills
- Analyse current marketing strategies and their impact on price, position, and merchandising strategies
- Investigate previous marketing campaigns and historical data
- Plan marketing strategy consistent with principles and practices of marketing
- Develop effective segmentation, targeting and positioning strategies for a specific product based on available information
- Develop and implement marketing strategies and campaigns in an analytic and efficient manner
- Confirming customer satisfaction

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWMK405A SEIZE A BUSINESS OPPORTUNITY

This unit encompasses the knowledge and skills required to identify, evaluate and initiate the realisation of a business opportunity beginning with thorough business analysis of the factors influencing the products and/or services offered by the wholesale business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK405A.1 Analyse environmental factors influencing products and services	1.1 Opportunities for expanding professional and knowledge of a market determined. 1.2 Research initiated to review demographics and consumer habits for a specific product or service. 1.3 Changes in market conditions anticipated. 1.4 Business to business sales and supply goals and expectations confirmed. 1.5 Relationships with suppliers analysed and strengthened to enable business opportunities to be realised.
WRWMK405A.2 Identify a business opportunity	2.1 Sources of information about business opportunities secured in line with business direction and goals. 2.2 Potential business applications for creative ideas and innovative approaches explored. 2.3 Individual entrepreneurial spirit and attitudes encouraged and oriented towards potential business applications.
WRWMK405A.3 Evaluate a business opportunity	3.1 Business opportunities investigated to determine their market and financial viability. 3.2 Documents and records for existing customers secured to assess the suitability of a business opportunity. 3.3 Suitability of a business opportunity mapped against business plans, market expectations, and capacity to respond. 3.4 Business opportunity evaluated for compatibility with current business activities and customer relationships. 3.5 Return on investment from a business opportunity assessed by identifying and analysing risks, opportunities, costs and benefits. 3.6 Potential non-revenue advantages from a business opportunity (Eg market share) quantified. 3.7 Relevant situational factors impacting the potential of a business opportunity identified and assessed. 3.8 Options for proceeding with a business opportunity determined.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK405A.4 Seize viable business opportunities	4.1 Viability of a business opportunity determined and decision made. 4.2 Approval for progressing a business opportunity gained according to business policy and procedures. 4.3 Viable business opportunities seized.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
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- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
- Staff members
- Teams
- Management
- Union representatives
- Industrial relations, Occupational Health & Safety specialists
- Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

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- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law

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RANGE OF VARIABLES (continued)

- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

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RANGE OF VARIABLES (continued)

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Special expertise and advice sources may include

- Internal or external experts on:
- Legal
- Financial
- Trade
- Economics
- Technical and scientific
- Probity
- Other as required

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RANGE OF VARIABLES (continued)

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

Markets may include

- Local
- National
- Regional
- International

Promotional, advertising and marketing campaigns may vary to accommodate regional variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

Documents and records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Evaluative and analytic reports on business opportunities
- Advocate and secure support for business opportunity
- Evaluation of a range of potential new business opportunities
- Reports on return on investment or other advantages to be secured through a business opportunity
- Investigative and research on a business opportunity
- Quality of research and recommendations based on success of a business opportunity

Interdependent assessment of units

Consideration should be given to completing this unit, prior to, or in conjunction with, WRWFN*402A Manage Operations to Budget*.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Techniques to identify and capture business opportunities
- Market trends and forecasts
- Marketing mix
- Market information, systems and research
- Product development cycle
- Price adjustment strategies
- Business policy and procedures
- Risk factors within specific markets
- Planning integration of development and maintenance functions
- Logistics
- Determining customer behaviour, needs, expectations and satisfaction levels
- Awareness of relevant industrial or legislative requirements
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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RANGE OF VARIABLES (continued)

Display skills in terms of job role or function, including the ability to:

- Expand knowledge of markets
- Recognise expanded opportunities with suppliers and customers
- Investigate opportunities
- Determine market and financial viability
- Identify and assess risks
- Determine options for proceeding with a plan
- Make decisions regarding viability of opportunities
- Secure approval

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	3	3	2

Shading = emphasis required this Unit

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WRWMK506A MANAGE PROMOTIONAL ACTIVITIES

This unit focuses on the establishment and management of promotional activities for a business working with a business customer that will in turn service end consumers.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK506A.1 Manage promotional program objectives and content	1.1 Promotional programs managed to achieve consistent business outcomes, including - Sales revenue - Price - Trade expenditure - Distribution - Promotion frequency - Category/ market share - Account profit. - Brand recognition. 1.2 Price strategies supported by promotion program. 1.3 Timing conflicts and problems across promotional programs and advertising campaigns resolved.
WRWMK506A.2 Coordinate promotional activities	2.1 Input from relevant personnel in preparation of promotional program achieved. 2.2 Promotional program outcomes established correctly, including details on: - Sales/ service standards - Volume - Revenue/ profit - Promotional budget (promotional costs and expenditure) - Customer satisfaction - Distribution arrangements - Market mix - Market share. 2.3 Processes for collecting and reporting information on promotional programs established cooperatively with relevant personnel and customers.
WRWMK506A.3 Monitor promotional programs	3.1 Specific business systems configured to record promotional program outcomes. 3.2 Information on progress of promotional programs systematically analysed and compared. 3.3 Business systems configured to record and report promotional program data to agreed level of detail and format.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
    - Staff members
    - Teams
    - Management
    - Union representatives
    - Industrial relations, Occupational Health & Safety specialists
    - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

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RANGE OF VARIABLES (continued)

Work site environment factors may include but are not limited to

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Promotional problems may include

- Timing of promotion
- Promotion type (event, seasonal, new lines, new store)
- Supplying volume requirements
- Types of promotions
- Business customer planning times and cycles

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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RANGE OF VARIABLES (continued)

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Promotional activities may vary to accommodate territory variations in

- Demographics
- Economics
- Competition
- Social/ cultural forces
- Political/ legal forces
- Natural forces
- Technology

Marketing mix includes

- Promotions
- Product
- Price
- Place

Monitoring markets may include

- Market control
- Market information
- Market planning
- Market structure
- Market share

Evaluation of marketing strategies may include

- Location
- Product/ service mix
- Packaging or presentation
- Quality factors (time, cost, variations)
- Access
- Continuity

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Consistent management of promotional plans to agreed targets over time across a specified geographic, market and/ or a product/ service
- Ability to establish procedures and mechanisms to collect and report promotional program data
- Analysis and synthesis of information with respect to a specific promotional program
- Set promotional planning review benchmarks
- Coordinate promotional activities to achieve agreed targets
- Establishment of business reporting systems to record and report promotional program data to respective users in a timely and accurate manner

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Processes for collecting and reporting information
- Planned targets in:
    - Strategic plan
    - Business plan
    - Sales plan
    - Marketing and/ or merchandise plan
- Business technology and systems management
- Personnel requiring promotional program Reporting and recording
- Use and maintenance of electronic equipment
- Manufacturer's specifications for use electronic equipment
- Planning and organising techniques/ methods
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Management, coordination and monitoring of promotional activities
- Create pricing strategies which support promotional activities
- Resolve timing conflicts
- Set promotional plan review mechanisms
- Seek and use input from others
- Set outcomes and targets covering:
    - Sales/ service standards
    - Volume
    - Revenue/ profit
    - Promotional budget (promotional costs and expenditure)
    - Customer satisfaction
    - Distribution arrangements
    - Market mix
- Adherence to and achievement of planned outcomes
- Configure reports to provide specific information
- Establishment of reporting and recording systems

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWMK507A DEVELOP A SALES STRATEGY

This unit covers the development of a sales strategy to underpin the attainment of targets within a marketing plan.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK507A.1 Review existing sales plans	1.1 Current sales strategies reviewed for all products and services. 1.2 Current sales strategies for products and services compared and contrasted. 1.3 Joint business sales strategies identified.
WRWMK507A.2 Devise a sales strategy	2.1 Efficient decision making on sales planning enhanced through securing: - Relevant information - Current performance data - Sales and contracts - Forecasted trends and opportunities - Available resource commitments and capacity 2.2 Appropriate tools used to complete sales planning and analysis activities for a specific market. 2.3 Sales targets devised. 2.4 Sales targets reviewed and set through involvement of relevant people using latest data
WRWMK507A.3 Implement sales strategy	3.1 Sales targets underpin business goals and outcomes. 3.2 Sales strategies support marketing and promotional plans.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
    - Staff members
    - Teams
    - Management
    - Union representatives
    - Industrial relations, Occupational Health & Safety specialists
    - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Products and services may be grouped by

- Brand
- Merchandise classification
- Category
- Range
- Customer.

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RANGE OF VARIABLES (continued)

Key elements of a sales strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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RANGE OF VARIABLES (continued)

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Markets may include

- Local
- National
- Regional
- International

Monitoring markets may include

- Market control
- Market information
- Market planning
- Market structure
- Market share

Evaluation of marketing strategies may include

- Location
- Product/ service mix
- Packaging or presentation
- Quality factors (time, cost, variations)
- Access
- Continuity

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Develop a successful sales strategy for a product or service
- Ability to establish procedures and mechanisms to collect and report on sales strategy during the development stage
- Analysis and synthesis of information with respect to development of a sales strategy
- Realistic sales strategy targets that tie back to strategic and business planning targets
- Consultative processes for the development of a sales strategy
- Implementation procedures and review mechanisms for a sales strategy

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Existing sales plans
- Joint promotional programs
- Business and direct customer different requirements
- Information sources and reliability/ accuracy
- Marketing and promotional planning targets
- Business policy and procedures
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Research skills
- Determining current market position
- Success of current sales strategy
- Review existing strategies and propose improvements
- Check relevant business, industrial and legislative requirements
- Define and obtain information for use in making effective decisions
- Develop plans to implement sales strategies

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

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RANGE OF VARIABLES (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWMK508A DEVISE A STRATEGIC MARKETING PLAN

This unit covers the knowledge and skills required to collaboratively plan, implement and monitor strategic marketing for a wholesale business or business unit. It focuses on the establishing of specific goals and performance indicators, predicting trends, the positioning of products in the market and the implementation of the plan, whilst ensuring maximum co-operation in the process.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK508A.1 Set strategic marketing goals and performance indicators	1.1 Suggestions for adjustments or changes to performance objectives and projections analysed. 1.2 Strategic performance indicators developed to underpin marketing strategies by business unit (eg. Team, function, location, etc.) or product area (eg. category, brand, market segment, etc.). 1.3 Marketing guidelines formulated by business unit or product area. 1.4 Market segments differentiated. 1.5 New market entry strategies developed by market segment as required. 1.6 Goals and performance indicators for a strategic marketing plan participatively developed. 1.7 Key Result Areas identified and Key Performance Indicators set for relevant components within the strategic marketing plan. 1.8 Resource requirements for a team to meet strategic marketing plan objectives/ Key Performance Indicators determined. 1.9 Final strategic marketing plan conforms to, and assists achieve business and strategic planning objectives and projections.
WRWMK508A.2 Predict trends	2.1 Data collated and analysed according to marketing and business plans. 2.2 Special market reports prepared to agreed format, timing and level of detail. 2.3 Market trends modelled and analysed. 2.4 Market trends anticipated.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWMK508A.3 Position products and services to gain sustainable market advantage	3.1 Measures developed to evaluate impact of forecasts on market demand. 3.2 Future forecasts of market demand analysed. 3.3 Market position for the business in relation to major competitors analysed. 3.4 Strategies best suited to enhance market advantages, within an product or service area, evaluated with particular reference to: - supply continuity - product/ service mix - distribution - quality factors (time, cost, variations) - access - brand recognition. 3.5 Potential competitors for the businesses' market position analysed.
WRWMK508A.4 Maximise planning and monitoring frameworks	4.1 Cooperation between different teams and operational areas fostered to establish effective planning and monitoring frameworks for the marketing plan. 4.2 Meetings coordinated and input from different stakeholders (internal and external) incorporated into the strategic marketing plan. 4.3 Action plans and priorities set for the strategic marketing plan. 4.4 Opportunities and processes exist for informed decisions and adjustments to be made to marketing budgets and targets. 4.5 Development of the strategic marketing plan managed to meet the overall businesses planning cycle.
WRWMK508A.5 Implement the strategic marketing plan	5.1 Policies and procedures developed for implementation and communication of strategic marketing plan. 5.2 Approval process for amendment and replacement of Key Performance Indicators within the strategic marketing plan established and applied. 5.3 Action planning processes and procedures established. 5.4 Mechanisms to monitor, report and evaluate attainment of Key Performance Indicators and Key Result Areas established. 5.5 Recommendations to improve information management, collection and analysis relating to strategic marketing plan implementation submitted to relevant executive managers.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods

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- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements

Markets may include

- Local
- National
- Regional
- International

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RANGE OF VARIABLES (continued)

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Marketing mix includes

- Promotions
- Product
- Price
- Place

Monitoring markets may include

- Market control
- Market information
- Market planning
- Market structure
- Market share
- Evaluation of marketing strategies may include
- Location
- Product/ service mix
- Packaging or presentation
- Quality factors (time, cost, variations)
- Access
- Continuity

Joint business objectives will vary based on

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

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RANGE OF VARIABLES (continued)

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers and suppliers standards

Business marketing policies variables may include

- Procurement process agreed by users
- Business culture
- Current market position
- Merchandise and product range
- Pricing, labelling and packaging requirements
- Product range

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Goal-setting and predicting trends based on reliable and current information requires the competent resourcing of information from existing documents (electronic and written)
- Cross alignment marketing strategies and key performance indicators with strategic and business plans.
- Monitoring processes and mechanisms
- Developing and advocating for marketing targets and overall plans
- Collaborative and consultative processes for development of a marketing plan
- Realistic plans for achieving sustainable market positioning for a service or product
- Completion of approved marketing strategy for a service or product to business

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Goal-setting, prediction of trends, coordination and development of marketing plan require high levels of integrated competencies
- Techniques and procedures for researching (for goal-setting and Performance Indicators) and analysing key elements of a plan
- Positioning products for sustained market advantage
- Current market performance of a business and specific products and services
- Collection and organisation of appropriate information
- Business policy and procedures
- Planning techniques
- Team leaderships and collaborative techniques
- Decision making techniques
- Collaborative problem solving strategies
- Approval processes and key personnel
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Achieve sustainable market positioning
- Set performance indicators
- Measuring trends and their impact on planned outcomes
- Set strategies that best advance specific products/ services within a given market context and timeframe
- Identify and correctly use software and technology
- Awareness of relevant industrial or legislative requirements
- Recommend improvement to marketing plan, measures and planning processes

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWFN201A COMPLETE DEBTOR PROCESSES

This unit involves the routine administration and processing of debtor accounts within a wholesale business context in a timely and accurate manner. It ensures trading terms are confirmed, customer credit levels checked and processing occurs accurately.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWFN201A.1 Confirm trading terms	1.1	Trading terms for purchaser of products or services confirmed using existing business technology or records.
	1.2	Existing business technology or records accessed to determine trading history for a purchaser of products or services.
	1.3	Existing business technology accessed to process routine direct purchases payments.
	1.4	Direct purchases payments processed according to routine business policy and procedures
WRWFN201A.2 Establish customer debts and credit levels	2.1	Existing business technology or records accessed to businesses customer credit levels determined using existing business technology or records.
	2.2	Individual customer credit levels determined using existing business technology or records.
	2.3	Bad debts identified using existing business technology or records.
	2.4	Credit level of customer purchasing specific products or services analysed.
	2.5	Credit status of business/ account customers kept up dated according to business policy and procedures.
	2.6	Debt levels for individual and business customers determined accurately.
WRWFN201A.3 Process debtors	3.1	Debt payment terms for businesses purchasing products or services confirmed using existing business technology or records.
	3.2	Payment terms for individual debtors confirmed according to business policy and procedures.
	3.3	Debt repayments procedures confirmed according to business policy and procedures.
	3.4	Debtors processed according to routine business policy and procedures.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.
- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Purchase methods may

- Electronic Data Interchange
- Credit card
- Cheques
- Standing offers
- Cash
- Agreed means

Operational procedures may be

- Hardcopy or electronic manuals
- Equipment specific
- Product or service specific
- Customer specific
- Territory/ location specific
- Others as specified

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RANGE OF VARIABLES (continued)

Credit check procedures may be

- Automated or manual
- Completed internally or by external agent

Credit card details include

- Card type
- Card holder details
- Card number
- Expiry date

Debt recovery strategies may include

- Electronic or manual forms of contact with the debtor
- Letters of intent
- Legal letters
- Contracted help from debt recovery agencies
- Alteration to trading terms
- Legal action
- Financial remedies

Trading history may be

- Manual files and reports
- Electronic files and reports
- Data base
- Sourced from external agents

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Consistent application of routine business procedures to check and confirm current credit level and trading terms with a customer
- Ability to identify debtor accounts/ customers using standard business technology and systems
- Completion of written and electronic documents using standard business technology and reporting mechanisms
- Ability to complete routine processing of debtors
- Adherence to routine processes to accurately report breaches of customer credit limits and trading terms using standard business technology

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Information sources on product and supply arrangements for customers
- Approval processes and referral of enquiries to relevant management/ senior staff
- Notification of customers
- Establishing customer needs and trading terms
- Privacy, confidentiality and security provisions impacting data storage, communication of information and access to technology
- Manufacturers specifications concerning the use and maintenance of business technology and systems
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job

Display skills in terms of job role or function, including the ability to:

- Communicate payment schedule/ requirements to customer
- Identification of credit levels, trading terms and payment status
- Application of safe working practices
- Check trading terms and debit history for a customer
- Implement correct business procedures for processing and recovering debt
- Plan, organise and analyse information from written sources
- Record data accurately
- Administer and process debtor accounts
- Identify bad debts according to routine procedures/ work instructions
- Confirm debt payment terms and procedures

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	1	2

Shading = emphasis required this Unit

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WRWFN302A MANAGE DEBTOR PROCESSES

This unit involves the management of debtor accounts and processing procedures to minimise loss and maximise debt recovery within a wholesale business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWFN302A.1 Control consumer debt from direct sale of products or services	1.1	Trading terms for individual purchaser of products or services established.
	1.2	Trading history of individual purchaser of products or services analysed.
	1.3	Payment procedures and policies for business, account and individual customers established.
WRWFN302A.2 Remove financial risk	2.1	Financial risk to both wholesale business and customer determined.
	2.2	Options available to remove financial risk in wholesale sales transaction examined.
	2.3	Action undertaken to remove financial risk.
WRWFN302A.3 Implement debt recovery strategy	3.1	Procedures to determine if a customer account is in debt/ arrears applied immediately.
	3.2	Capacity of customer to adhere to debt recovery strategy ascertained accurately.
	3.3	Trading terms for customer reconfirmed.
	3.4	Actions undertaken to avoid future debt relationships with the customer.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
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- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Purchase methods may

- Electronic Data Interchange
- Credit card
- Cheques
- Standing offers
- Cash
- Agreed means

Operational procedures may be

- Hardcopy or electronic manuals
- Equipment specific
- Product or service specific
- Customer specific
- Territory/ location specific
- Others as specified

Credit check procedures may be

- Automated or manual
- Completed internally or by external agent

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RANGE OF VARIABLES (continued)

Credit card details include

- Card type
- Card holder details
- Card number
- Expiry date

Debt recovery strategies may include

- Electronic or manual forms of contact with the debtor
- Letters of intent
- Legal letters
- Contracted help from debt recovery agencies
- Alteration to trading terms
- Legal action
- Financial remedies

Trading history may be Manual files and reports

- Electronic files and reports
- Data base
- Sourced from external agents

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Consistent application of business procedures to check credit and trading terms with a customer
- Remove and control risk of bad debts
- Ability to identify and avoid debit exposure
- Ability to correctly determine financial risk and avoid debt
- Documentary evidence of protocols, policy and / or work instructions to establish routine procedures for using the existing business technology and systems to accurately report and action breaches to customer credit levels or trading terms
- Documentary evidence covering to analysis and reporting of risk strategies to management
- Evidence of formal debt recovery strategy

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Building trading relationships
- Features of a debt recovery strategy
- Debtor reporting
- Recording and reporting customer types and payment history
- Credit exposure and risk strategies
- Liabilities and factors indicating bad debt
- Profit and the impact of debt on cash flow
- Corrective actions and procedures
- Communicating and training staff dealing with customers in breach of credit levels or trading terms
- Information sources on trading terms and credit levels for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Legal and legislative requirements implementing debt recovery

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Manage compliance with credit levels and trading terms
- Formalise credit and trading term request and enquiry processes
- Minimise liability and risk
- Manage debt to achieve strategic and budget outcomes
- Monitor debit history for a customer or product/ service
- Assess financial risk
- Configure existing business technology to report customer history, credit levels and trading terms

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWFN403A MANAGE OPERATIONS TO BUDGET

This unit involves controlling cost expenditure while managing the overall activities of a wholesale operational area to budget. It involves estimating expenditure, preparing budgets and monitoring against those budgets with an appropriate business accounting system.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWFN403A.1 Control costs	1.1	Cost reduction measures effectively implemented according to company policies and procedures.
	1.2	Information on costs and resource allocation accurately assessed and correctly interpreted.
	1.3	Team members actively encouraged to control costs in their areas of responsibility.
	1.4	Recommendations for improving cost reduction promptly implemented or communicated to appropriate personnel.
WRWFN403A.2 Control budget	2.1	Expenditure monitored and maintained within budget targets according to business policy.
	2.2	Actual income and expenditure compared to budget targets at regular intervals according to business policy.
	2.3	Gross profit and loss figures by business areas analysed and compared with budget targets.
	2.4	Net profit figures monitored and reported according to budget targets.
	2.5	Relevant personnel informed promptly where potential occurs for budget under or overspend.
	2.6	Prompt corrective action taken where significant deviations from budget occur.
	2.7	Necessary changes or allocations to agreed budget negotiated in advance of requirement.
	2.8	Modifications to existing budgets correctly authorised according to business policy.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWFN403A.3 Propose expenditure	3.1	Estimates of costs and benefits supported by valid, relevant information.
	3.2	Final recommendations supported by realistic alternatives and contain accurate, clear proposals.
	3.3	Recommendations clearly indicate net benefits over designated time frame and related changes in operations.
	3.4	Contentious issues clarified by further explanation.
	3.5	Estimates compared to actual costs and benefits to improve future proposals
WRWFN403A.4 Maintain business accounting systems	4.1	Business policies and procedures in regard to record keeping systems managed and maintained.
	4.2	Business systems for recording sales figures, revenue and expenditure monitored and maintained.
	4.3	Systems for recording and retrieving financial, personnel and payroll information as required by business policy monitored and maintained.
WRWFN403A.5 Prepare business sales budgets	5.1	Business policies and procedures in regard to preparation of budget/target figures observed.
	5.2	Budget and accurate sales revenue and expenditure figures compared, analysed, documented and reported according to budget targets and business policy.
	5.3	Accurate records on past sales budgets/targets maintained according to business policy.
	5.4	Proposed budgets/targets accurately and concisely presented.
	5.5	Variations to proposed targets justified and reported according to business policy.
	5.6	Sales budgets accurately and concisely reported.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWFN403A.6 Set budget targets and monitoring mechanisms	6.1 Budget negotiations conducted within a designated time frame and in a manner likely to promote good relationships. 6.2 Budget negotiations reflect the overall business policies and objectives relevant to the manager's area of responsibility. 6.3 Resources acquired and deployed in accordance with relevant legislation and company guidelines. 6.4 Accurate and up-to-date records of resource allocation and usage maintained according to company guidelines. 6.5 Management systems which enable timely collection, management and processing of information developed and reviewed. 6.6 Records of budget performance and expenditure completed accurately and reported according to company procedures and guidelines. 6.7 Budget audit mechanisms and compliance requirements enforced. 6.8 All relevant personnel promptly and accurately informed of budget decisions.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

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RANGE OF VARIABLES (continued)

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Budget/target figures may encompass

- Sales
- Profit margins
- Cash flow
- Net profit
- Payroll
- Staff expenditure
- Capital
- Maintenance
- Advertising and promotion.

Information may be obtained by

- Direct observation
- Written reports
- Numerical data

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

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Negotiating, developing and implementing budgets according to business policies and procedures
- Managing and maintaining accounting systems according to business policies and procedures
- Monitor, analyse and report an operational areas income and expenditure against budget
- Documentary evidence of corrective actions where income and expenditure performance is not being completed according to either budget targets and/ or according business targets
- Over a period of time, consistently produce financial reports to standard business requirements
- Over a period of time, consistently implement policy and procedures for the reporting and recording of budgetary and financial information within an operational area
- Advocate and gain approval for an operational areas budget

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Understanding of:
- Resource utilisation including capital, material and human
- Business revenue
- Capital/overhead costs
- Interest rates
- GST
- Cost of stock, materials and equipment
- Accounting and reporting protocols and professional standards
- Resource planning techniques
- Basic cost-benefit analysis
- Staffing costs
- Operational costs
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Apply contemporary budget control principles and techniques
- Monitor resource utilisation and costs
- Analyse efficiency and effectiveness
- Complete Cost benefit analysis
- Undertake differential analysis
- Complete and report risk analysis
- Plan and organise accounting and reporting systems
- Interpret and analyse budget and accounting documentation

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

Shading = emphasis required this Unit

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WRWFN504A MANAGE PRICES

This unit involves the establishment of price for wholesale products or services to ensure business targets are achieved given identified market trends and business targets and agreed trading terms.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
WRWFN504A.1 Confirm market research and forecasts	1.1	Market research and forecasts analysed to ascertain supply of and demand for products and services.
	1.2	Fundamentals impacting supply and demand in the marketplace assessed.
	1.3	Historical data and current forecasts reviewed.
	1.4	Opportunity for wholesale services and products to penetrate new markets determined.
WRWFN504A.2 Set wholesale price	2.1	Cost of providing products and services determined.
	2.2	Profit and Price margins determined.
	2.3	Relevant policy, plans and procedures developed by the business to manage changes to wholesale prices applied.
	2.4	Margins and risk analysed.
	2.5	Future market and business objectives and performance indicators reviewed.
	2.6	Impact of government, taxation and financial market trends considered prior to setting wholesale price.
	2.7	Wholesale price set.
WRWFN504A.3 Announce wholesale price	3.1	Mechanisms for communicating current and future wholesale prices assessed.
	3.2	Future price trends and information relevant to the specific market considered prior to announcing new price structures.
	3.3	Best alternatives to communicate and secure wholesale price determined.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWFN504A.4 Establish trading terms between a wholesale business and customers	4.1 Profitability and parameters for shaping trading terms analysed. 4.2 Long term forecasted impact of trading terms with each customer analysed. 4.3 Processes for approving trading terms confirmed. 4.4 Wholesale supplier trading terms established. 4.5 Wholesale business customer trading terms finalised. 4.6 Wholesale direct customer trading terms finalised. 4.7 Trading terms approved according to business policy and processes.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

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RANGE OF VARIABLES (continued)

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Budget/target figures may encompass

- Sales
- Profit margins
- Cash flow
- Net profit
- Payroll
- Staff expenditure
- Capital
- Maintenance
- Advertising and promotion.

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Communicating price may include

- Manual or electronic catalogues
- Public notification
- Print and visual media
- Electronic media and means
- Verbal
- Annual reports
- Internal and/or external price reports
- Seasonal reports

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RANGE OF VARIABLES (continued)

Factors influencing price may include

- Profit margin
- Volume of sales
- Market share
- Competitor activities
- Quality
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Establishes trading terms that are fair and meet business outcomes
- Able to maintain business relationships and profit margins
- Communicates prices in the most effective and efficient manner
- Responsiveness to anticipated impact of forecasts and research on prices
- Ability to anticipate and respond to competitor activities and pricing policies
- Documentary evidence of management of prices for a range of products and/ or services with a customer, geographic or market area (eg. Trading terms, communication to customers and businesses, risk analysis, margins identification, etc.)
- Maintenance of business targets, with especial regard for margins, market share, customer relationships and trading terms.

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Communicating prices
- Factors impacting supply and demand for a range of products and services
- Impact of government taxation and other regulatory controls impacting a market
- Price trends
- Overall supply chain management issues and trends
- Information on prices and market growth
- Sourcing historical data
- Prioritising work schedule
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Legal and legislative requirements when finalising trading terms and setting prices

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Communicate wholesale pricing internally and externally
- Establish prices
- Respond to competitor activities
- Maintain margins
- Analysis of numerical and mathematical information on pricing and market growth
- Plan, organise and analyse information from written and electronic sources
- Seek approval for effective trading terms

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWWS201A CONFIRM WHOLESALE BUSINESS PRACTICES

This unit is an overall introduction to the wholesale industry and specific workplace activities completed within a supply chain. It also encompasses the knowledge and skills required to identify and maintain relationships with customers and to operate within the wholesale workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS101A.1 Outline the structure and scope of the wholesale industry	1.1. Key roles and activities within the wholesale industry identified. 1.2. Structure and key focus of sectors within the wholesale industry confirmed. 1.3. Responsibilities of employers in relation to new employees in the industry determined. 1.4. Responsibilities of new employees within the industry determined. 1.5. Role and importance of service within the wholesale industry determined. 1.6. Nature and type of career pathways within the wholesale and related business operations identified. 1.7. Key wholesale industry bodies determined. 1.8. Features of a specific workplace context compared and contrasted with other workplaces within the wholesale industry. 1.9. Common industry terminology correctly defined and used.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS101A.2 Organise self to workplace procedures and requirements	2.1. Communication and reporting chain within a workplace identified and explained. 2.2. Relevant awards/enterprise agreements identified and interpreted accurately. 2.3. Business employment policies and procedures confirmed. 2.4. Work schedule/ rosters identified. 2.5. Work schedule/ rosters completed to business requirements. 2.6. Tasks and routines organised to meet workplace duties. 2.7. Personal dress and presentation maintained to business policy and procedures. 2.8. Personal hygiene maintained according to business policy and government legislation. 2.9. Non-discriminatory attitudes displayed when interacting with customers, staff or management. 2.10. Non-discriminatory language used consistently.
WRWWS101A.3 Identify customers within the business supply chain	3.1. Types of business services and products confirmed. 3.2. Position of business in supply chain determined. 3.3. Nature of supply chain from product/ service origin to consumer use determined. 3.4. Customers internal to the business and the supply chain and external customers determined. 3.5. Effective service environment created through verbal and non-verbal presentation according to business policy. 3.6. Confidentiality and tact demonstrated.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to:

- Type of products and services provided
- Technology for telephone systems
- Award or workplace/ enterprise agreements
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to:

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Customers may include:

- External and internal contacts
- Customers may include new or repeat contacts
- Business or direct customers

Business type may cover:

- Size of business
- Legal structure
- Nature of the products and services
- Types of customers

Communication may occur with:

- External customers
- Internal contacts including management and other team members

Work schedules may include:

- Task lists
- Duty statements
- Rosters
- Shifts
- Timetables
- Seasonal events

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RANGE OF VARIABLES (continued)

Product knowledge may include:

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

Team members may include:

- Management
- Staff members
- Business customers
- Others

Workplace documents:

- Stock sheets
- Plan-o-grams
- Timetables, staff record forms.
- Credit slips
- Invoices
- Credit notes
- Product return slips
- Telephone message pads

Numerical techniques may include:

- Addition/subtraction
- Multiplication/division
- Percentages.

Numerical problems may include calculations of:

- Cash amounts
- Credit checks
- Ordering amounts
- Storage space
- Time factors

Meetings may be:

- Single location - Face to face
- Multi-locational (eg. videoconferencing or virtual means, Internet)
- Minuted or informal

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Ability to define and explain distinguishing features of:
  - The wholesale industry
  - Sectors within the industry
  - Characteristics of a specific workplace
  - Customers serviced by a wholesale business operation
- Plan a personal career pathway.
- Confirm an employee's rights and responsibilities in regards to awards/enterprise agreements
- Accessing, comprehending and processing information accurately according to business policies and procedures
- Participating actively and positively within a workplace team
- Identify and discuss customers by type and requirements.
- Plan and achieve personal task list/ duty rosters.
- Use correct industry terminology.

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Display of knowledge of a supply chain and the concept of the roles of different players at every stage within a supply chain.
- Industry terminology
- Business organisational structure
- Policy and procedures in a specific workplace
- Rights and responsibilities of employers and employees in wholesale workplace
- Forms of work in wholesale industry
- Major changes affecting wholesale workplaces
- Basic operational requirements, including those impacting:
  - Products and services
  - Legislation and statutory requirements, such as:
    - Equal opportunity legislation
    - Equal employment opportunity legislation
    - Anti-discrimination legislation.
    - Industry awards / enterprise agreements.

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EVIDENCE GUIDE (continued)

- Business 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.
- Occupational, health and safety aspects to work within the industry

Display skills in terms of job role or function, including the ability to:

- Literacy skills in regard to the comprehension of workplace documents
- Flexibility in dealing with teams, and the response to this in reviewing
- Application of relevant policy and procedures in a workplace
- Organisation of personal task completion

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

Shading = emphasis required this Unit

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WRWWS302A MAINTAIN BUSINESS TO BUSINESS RELATIONSHIPS

This unit encompasses the knowledge and skills required to develop and maintain enduring relationships with a business customer focusing on identification of customer needs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS302A.1 Develop techniques to maintain close contact with business customers	1.1. Relevant contact personnel at each business and/ or account customer confirmed. 1.2. Participate and contribute to team efforts to service business customer(s). 1.3. External relationships built to improve supply chain efficiency including: - Product/ service supply - Account management - Product management - Supply arrangements - Distribution systems - Information and communication 1.4. Business customer contact maintained consistent with business procedures and guidelines.
WRWWS302A.2 Identify business customer needs	2.1. Means to identify business customer needs confirmed. 2.2. Relevant customer contacts consulted to review business needs. 2.3. Current business and promotional activities analysed and future directions determined. 2.4. Trading terms outlined and confirmed for specific customers. 2.5. Pricing policies and procedures confirmed. 2.6. Business reviews processed using latest forecasts on current and future trends.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to:

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to:

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to:

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to:

Merchandise guides may include

- Plan-o-grams
- Layout guides
- Merchandise guides
- Site plans

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RANGE OF VARIABLES (continued)

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Benefits sold to a business partner may include

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Meetings may be

- Single location - Face to face
- Multi-locational (eg. Videoconferencing or virtual means, Internet)
- Minuted or informal

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Build sustainable business relationships that deliver agreed business outcomes
- Documentary evidence of key contact personnel for businesses with a given territory/ customer account and their specific needs
- Documentary evidence of businesses customer's specific needs
- Confirmation of trading terms for customers

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Business policy and procedures for building relationships with business customers
- Pricing policies
- Trading terms
- Information sources on product and supply arrangements for customers
- Occupational health and safety aspects of job
- Relevant consumer law, commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Identify and maintain key contact personnel at customer businesses
- Contribute to team service to specific customers
- Confirm trading terms, pricing policies and other relevant procedures to customers
- Process business forecasts for implementation
- Interpersonal skills
- Review business needs and basic forecasts
- Collect and organise information
- Effectively use of technology
- Literacy skills to carry out tasks required by performance criteria
- Flexibility when communicating within teams, and responding to customers

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products**.**

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	2	3	2	2	2

Shading = emphasis required this Unit

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WRWWS403A RELATIONSHIPS — DEVELOP BUSINESS TO BUSINESS

This unit encompasses the activities required to enhance business relationships that will deliver wholesale businesses outcomes. It reinforces ways to work with business customers that can add value to their own drive to succeed and adds value to their business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS403A.1 Work with other businesses to maximise their success	1.1. Role of business to business relationships in market success detailed. 1.2. Business opportunities for other businesses analysed. 1.3. Strategies for building business partnerships developed. 1.4. Success of business customers within working relationships measured and reported (eg. sales increase, market share, information, etc.). 1.5. Merchandise plans prepared for other businesses to enhance brand and product sales.
WRWWS403A.2 Develop management systems that support business relationships	2.1. Potential to build mutual benefits in short and long term relationships confirmed. 2.2. Opportunities for parallel planning implemented. 2.3. System relationships with business customers constructed to offer an integrated service that promotes mutual benefit. 2.4. Specific needs of business partners considered when constructing wholesale business plans. 2.5. Opportunities to build business partnerships secured.
WRWWS403A.3 Provide forecast information to other businesses	3.1. Information provided to business customers to assist in building mutual business outcomes. 3.2. Forecasts impacting business customer's outcomes provided to partners in a timely manner according to company policy and legislative requirements.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS403A.4 Improve business and customer outcomes	4.1. A focus on business customers and end consumers promoted through internal management systems and practices. 4.2. Quality assurance and compliance procedures established to qualify and quantify business customer needs (businesses who may be suppliers, distributors, consumers, etc). 4.3. Standards of quality guided by judgements on business customer service needs and expectations. 4.4. Future business customer needs anticipated and factored into management activities.
WRWWS403A.5 Expand business relationships	5.1. External environment scanned to determine likely trends and changes impacting business relationships and management systems. 5.2. Competitor activities evaluated and significant impact on business relationships determined. 5.3. Information on forecasts and trends evaluated for changes likely to impact business relationships. 5.4. Actions devised in response to significant changes that impact business relationships and management systems.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

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RANGE OF VARIABLES (continued)

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Different business needs may include

- Functions
- Products
- Philosophies
- Practices
- Strategies
- Values and approach

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RANGE OF VARIABLES (continued)

Benefits sold to a business partner may include

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

Support systems may include

- Strategic relationships
- Value add activities
- Supply chain efficiency
- Distribution agreements
- Information systems
- Data sharing and exchange
- Personnel training

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Forecast and competitor activity information collection may be by

- data base or Internet searches
- modelling
- telephone
- facsimile
- mail
- verbal meetings

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RANGE OF VARIABLES (continued)

Territory reports may include information on

- Competitor activities
- Recalls
- Product problems
- Display disputes
- Business customer requests
- End consumer complaints

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Documentary evidence of consultative and liaison processes with business partners
- Development of sustainable and beneficial business relationships
- Integration of business relationships with business and strategic goals/ targets
- Integration of business plans and targets across both business partners
- Systems developed to manage and monitor business relationships
- Feedback and communication systems used to source business and customer satisfaction with business partnerships/ relationships
- Anticipation and responsiveness to changes impacting business relationships

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Use and maintenance of standard business technology
- Configuration of management systems
- Planning techniques
- Features and advantages of a secure business relationship
- Elements that make a successful business partnership/ relationship
- Internal and external management systems
- Quality concepts and practices
- Quality measurement
- Determining competitor activities
- Flexibility in attitude towards learning for self-improvement
- Dealing with external and internal groups and teams, and the response to this in reviewing
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
- Relevant consumer law, commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Analytical and decision making skills
- Seek out and strategise shared business opportunities
- Forecast shared opportunities and mutual outcomes
- Assist customer businesses prepare enhanced comparative brand, market and sales positions
- Build systems relationships with business customers
- Secure business partnerships
- Implement quality assurance and compliance procedures
- Anticipate future customer needs
- Evaluate information on forecasts and trends which could assist building business relationships
- Devise actions to improve business relationships

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	3	2

Shading = emphasis required this Unit

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WRWWS504A MANAGE BUSINESS CUSTOMERS

This unit encompasses the knowledge and skills required to manage contracts, reinforce trading terms and negotiate deals with a business customer.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS504A.1 Negotiate deals	1.1. Special deals established according to business policy and procedures. 1.2. Deals negotiated and completed according to business policy and procedures. 1.3. Supporting promotional and merchandising activities determined. 1.4. Optimal sales and distribution arrangements negotiated with customer prior to completion of deal. 1.5. Special deals falling outside company policy and procedures approved according to business guidelines. 1.6. Arrangement for supply of goods of services under special deals confirmed prior to completion of deal. 1.7. Deals conform to business performance and marketing objectives. 1.8. Deals are legally valid and binding.
WRWWS504A.2 Verify trading terms	2.1. Trading terms set for product and services. 2.2. Trading terms set for customers and accounts. 2.3. Procedures and policies established to approve new or amended trading terms. 2.4. Trading terms communicated to internal and external personnel according to legislative and business procedures. 2.5. Procedures and policies for processing breaches to trading terms confirmed and communicated to relevant staff. 2.6. Processes for reviewing trading terms established. 2.7. Policy and procedures for managing trading terms to achieve business and customer service objectives established.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWWS504A.3 Manage business contracts	3.1. Contractual obligations and terms with business customer confirmed. 3.2. Terms and conditions of contract with business account customer applied. 3.3. Requirements for amendment or variation to existing contract with a business completed according to business procedures and legal requirements. 3.4. Performance of contract is monitored against agreed business outcomes and standards 3.5. Contract variations investigated and resolved in accordance with contractual and business outcomes. 3.6. Disputes over contracts resolved to obtain business and customer outcomes. 3.7. Contract reviews completed regularly with customers, stakeholders and contract holder.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Business customers include

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal business units/ divisions

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RANGE OF VARIABLES (continued)

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Benefits sold to a business partner may include

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

Special expertise and advice sources may include

- Internal or external experts on:
    - Legal
    - Financial
    - Trade
    - Insurance
    - Economics
    - Technical and scientific
    - Probity
    - Other as required

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RANGE OF VARIABLES (continued)

Methods for requesting and receiving offers may include

- Open or restricted tendering and contracting
- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

Contractual arrangements may include

- Letters of appointment or intent
- External contracts
- Trade partners
- People contracts
- Verbal and written orders
- Purchase order
- Petty cash
- Memoranda of understanding/ memoranda of agreement
- In-house service level agreements
- Contracts
- Common use arrangements/ standing offers
- Contracts as detailed under the Trade Practices Act

Contract negotiation issues may include

- Contract variations including ability to vary or modify targets, processes and/ or clauses
- Innovations
- Modification and amendment rights
- Scope
- Non-compliance
- Consequences

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Negotiation and finalisation of legally binding deals
- Attainment of business targets and strategic goals through contractual agreements
- Establishment of trading terms with customers (individual and account)
- Management of contacts and trading terms to achieve agreed business targets and strategic outcomes
- High level ethical and personal integrity in conduct of negotiations and management of contractual relationships
- Adherence to business and industry codes of conduct, policies and procedures.

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Use and maintenance of standard business technology
- Configuration of management systems
- Public and private sector purchasing and procurement guidelines and rules
- Purchasing management practices and codes of conduct
- Law of contract
- Trade Practice law
- Relevant commercial law and legislation
- Financial accounting and reporting systems
- Approval processes
- Negotiation techniques
- Features and advantages of a contractual relationship
- Elements that make a successful business partnership/ relationship
- Internal and external management systems
- Determining competitor activities
- Flexibility in attitude towards learning for self-improvement
- Dealing with external and internal groups and teams, and the response to this in reviewing
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Analytical and research skills
- Articulate current business policy and procedures
- Project and contract management skills
- Negotiate and secure deals
- Determine appropriate support for promotional and merchandising activities
- Create guidelines for approving and implementing special deals
- Establishing, confirming and reviewing trading terms
- Developing and amending contracts according to business procedures and legal requirements
- Resolving contract disputes and variations
- Conducting regular contract reviews
- Anticipate factors impacting contractual arrangements
- Actioning opportunities to improve business contractual relationships

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWPS201A PROCESS PURCHASES

This unit involves the basic skills and knowledge relating to the purchase and procurement of products and services in a wholesale operation including the procedures for completing purchases, completing and recording the orders and liaising with suppliers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS201A.1 Apply purchasing and procurement procedures	1.1. Measures for success of procurement and purchasing activities defined. 1.2. Purpose, impact and functions of purchasing in a wholesale business detailed. 1.3. Appropriate process for purchasing decisions applied. 1.4. Procedures for processing competitive bids for goods or services applied. 1.5. Types of standards or specifications guiding product or service procurement processes in the business identified. 1.6. Procedures and guidelines for completing relevant purchasing activities in the business sourced and reviewed.
WRWPS201A.2 Complete purchasing and procurement activities	2.1. Purchasing orders processed according to business procedures. 2.2. Scope of delegation to initiate purchase orders determined. 2.3. Information relating to purchases completed, reported and stored according to business policy and procedures. 2.4. Purchase methods conform to business ordering cycle and relevant procedures. 2.5. Purchased product or services conforms to initial purchase order or standards.
WRWPS201A.3 Capture and record purchasing data	3.1. Source of different types of procurement information accurately determined. 3.2. Type and range of procurement information accurately identified. 3.3. Valid information sources confirmed. 3.4. Records of completed purchasing tasks stored and administered according to confidentiality, security and established business policy and procedures.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS201A.4 Liaise with suppliers to complete procurement processes	4.1. Suppliers contacted according to business procedures and available technology to complete purchases. 4.2. Technology utilised to accelerate and accurately confirm purchases. 4.3. Interface with suppliers maintained to ensure the accuracy of communications relating to purchases.

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- Business service range
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- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
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- Transport, storage and handling of goods
- Goods and Services Tax
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- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Forms of procurements or purchasing activities may include

- Requisitions
- Tenders
- Competitive bids
- Production schedules
- Electronic Data Interchange
- Just In Time
- Ordering
- Bill of materials
- Stock and supply agreements

Purchase methods may

- Electronic Data Interchange
- Credit card
- Cheques
- Standing offers
- Cash
- Agreed means

Valid information sources may include those

- Accessed using existing electronic systems
- Confirmed by supervisors and management
- Covered in enterprise procedural and operational manuals

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RANGE OF VARIABLES (continued)

Processing may involve

- Physical or electronic means available to the business and individual.

Methods for requesting and receiving offers may include

- Open or restricted tendering and contracting
- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

Contractual arrangements may include

- Letters of appointment or intent
- External contracts
- Trade partners
- People contracts
- Verbal and written orders
- Purchase order
- Petty cash
- Memoranda of understanding/ memoranda of agreement
- In-house service level agreements
- Contracts
- Common use arrangements/ standing offers
- Contracts as detailed under the Trade Practices Act

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

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Suppliers may be

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal

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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Evidence of observed, satisfactory, timely and accurate processing of purchasing data and information
- Completed processing of routine purchase orders
- Accurate capture and recording of purchase data/ information
- Capacity to process routine purchase data
- Application of performance standards required for completion of routine processing or purchases
- Successful liaison with business and direct customers to secure purchasing data required for processing order/ procurement
- Understanding of range of purchasing/ procurement transactions within scope of control

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Scope of job role or function
- Steps involved in completing a purchase
- Procurement process and its impact on the business
- Identify variations in dealing with suppliers
- Decision making process for purchase and procurement
- Procurement standards implementation
- Confidentiality and security procedures in record keeping
- Communication interface with suppliers
- Purpose, impact and functions of purchasing
- Purchasing ordering cycle
- Basic legal/ ethical obligations governing purchasing operations
- Occupational health and safety aspects of job

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Familiarity with the workplace application of the relevant competencies
- Awareness of relevant occupational, health and safety and other codes of practice or other industrial or legislative requirements
- Use available technology to capture and record purchasing data
- Apply standards applicable to purchasing processes
- Conduct interface with suppliers and workplace team in a facilitative manner
- Use a range of technology to capture and record data
- Planning of own work especially impacts on others in process team
- Broad knowledge and understanding of occupational health and safety, EEO, enterprise specific procedures, etc.

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

- Assessment method should cover all performance criteria and be gathered across all processes used for all products and services offered
- Assessment should cover manual and computer applications and observation of actual performance
- Assessment may occur on the job or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

Shading = emphasis required this Unit

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WRWPS302A ADMINISTER SUPPLY INTO A BUSINESS

This unit involves the administration of purchasing and supply of products and services into a business while maintaining ethical and professional relationships with suppliers and working within the required legal, legislative and business supply requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS302A.1 Maintain effective supplier relationships	1.1. Associations with suppliers external to the business identified. 1.2. Supplier relationships internal to the business identified. 1.3. Measures and determinants of effective supplier relationships confirmed. 1.4. Barriers to maintaining effective supplier relationships determined.
WRWPS302A.2 Deal ethically with suppliers	2.1. Dealings with suppliers conform to relevant legal, legislative and business practices and requirements. 2.2. Principles and practices underpinning ethical conduct with regard suppliers confirmed.
WRWPS302A.3 Resolve supplier enquiries	3.1. Routine information provided to supplier. 3.2. Nature of supplier's enquiry determined. 3.3. Supplier's enquiry resolved or passed onto responsible officer for resolution.
WRWPS302A.4 Confirm legal, legislative and business supply requirements	4.1. Systems detailed concerning how the supplier's products and/ or services must comply with: - Relevant standards (Australian, international, industry, manufacturing, etc.) - Risk management - Capacity of area receiving to handle, store, process, manage and or display products/ services. - Businesses policy and procedures (eg. Terms of Trade) 4.2. Product labelling checked to ensure compliance with government regulations.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

Joint business objectives will vary based

- Product, range, line, or category performance requirements
- Objectives such as those for price, profit, brand share, market share

Supply arrangements may include

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

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RANGE OF VARIABLES (continued)

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value for money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Suppliers may be

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Performance indicators for suppliers may include

- Price
- Quality
- Performance
- Supply reliability
- Merchandise

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Correctly use business technology to communicate with suppliers
- Consistent application of correct and ethical communication and relationships with suppliers
- Maintenance of supplier interface over time, across a range of customer relationships that promote business outcomes
- Evidence of observed, satisfactory, timely and accurate telephone and written task completion during performance of telemarketing activities
- Accurate and timely responsiveness to customer enquiries
- Ability to secure customers using telemarketing techniques and approaches
- Accurate processing of customers using agreed business procedures and technology

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWI301A *Monitor inventory capacity to meet demand*.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Routine problem solving
- Pertinent legal requirements
- Organisation and referral mechanisms for facilitating problem-solving, advice to suppliers and resolution of enquiries
- Relationship arrangements with suppliers to facilitate identification and resolution of problems and enquiries
- Customer service measurement options
- Legal, administrative and business supply requirements
- Communication processes with suppliers
- Dealing with potential barriers to supplier relationships
- Understanding associations with internal suppliers
- Occupational health and safety aspects of job

Display skills in terms of job role or function, including the ability to:

- Determine nature and effectiveness of relationships with a range of suppliers
- Check product labelling to ensure compliance
- Detail and apply correct relationships with external suppliers
- Conduct interface with suppliers in a effective manner
- Explain the process for resolving a supplier's enquiry
- Confirm understandings of ethical conduct in relation to suppliers
- Explain legal, legislative and business requirements

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, additional time spent with assessee in assessment because of oral nature of assessment tasks, appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWPS403A PURCHASE PRODUCTS AND SERVICES

This unit involves the management of systems and relationships to secure products and services required by a business to meet operational and customer requirements. It focuses on market analysis, planning the product range, negotiating with the supplier and finalising the purchase details while ensuring profit maximisation and appropriate stock ranges.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS403A.1 Analyse market	1.1. Marketing policies analysed and identified. 1.2. Customer requirements monitored formally and informally in order to evaluate market trends and customer needs. 1.3. New products and services researched. 1.4. Opportunities to improve sales identified and considered. 1.5. Merchandise range monitored to identify the demand for individual items and seasonal variations. 1.6. Market competition monitored.
WRWPS403A.2 Plan product range	2.1. Purchasing plan developed and implemented in accordance with business policies, market analysis, sales reports, stock availability and forecasted trends. 2.2. Future directions for ranges determined according to wholesale business policies. 2.3. Relevant staff consulted prior to commencement of promotional and marketing activities. 2.4. Business sales figures analysed to determine contribution of each product and service. 2.5. Purchase levels determined with reference to previous years' sales figures, forecasted demand and projected gross profit. 2.6. Continuous improvement opportunities identified and acted upon. 2.7. Logistical capacity confirmed. 2.8. Business space requirements and brand product mix determined according to business policy. 2.9. Stock level requirements determined according to peak seasons, special events and supplier's lead-time. 2.10. Stock range and sources of supply analysed, evaluated and amended according to management, staff and customer feedback.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS403A.3 Establish supplier relations	3.1. Co-operative relationships with supplier representatives developed according to business policy. 3.2. Existing suppliers continuously assessed in regard to quality, profitability, service and delivery status. 3.3. New suppliers identified and existing suppliers deleted according to performance indicators.
WRWPS403A.4 Negotiate supply agreements	4.1. Arrangements with suppliers negotiated and implemented according to wholesale business policies and procedures and communicated to relevant personnel. 4.2. Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to wholesale business policy. 4.3. Records of suppliers and stock monitored for accuracy and clarity. 4.4. Market factors affecting supply identified and communicated to relevant personnel. 4.5. Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines. 4.6. Immediate corrective action taken where potential or actual problems with supply indicated. 4.7. New suppliers identified and developed to maintain and improve sales and service delivery. 4.8. Stock range and source of supply analysed, evaluated and amended according to management, staff and customer feedback. 4.9. Information from suppliers on purchase decision is analysed against best value criteria.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS403A.5 Maximise profit	5.1. Individual product range contributions calculated/estimated against budget/targets. 5.2. Product range assessment checks developed and implemented against budget/targets. 5.3. Overall selling space contributions calculated/estimated according to business and merchandising plan. 5.4. Profit margins maximised in negotiations with suppliers. 5.5. Business pricing policies determined, according to stated net profit margin in business merchandising plan and consumer law. 5.6. Specifications for terms of trade negotiated in regard to: – special buys – payment terms – promotional deals with suppliers.
WRWPS403A.6 Complete purchase	6.1. Best value supplier determined and selected. 6.2. Order or purchases of products or services completed in accordance with purchase agreement. 6.3. Information exchange with supplier on purchase is verified as correct. 6.4. Purchase decision processed and recorded according to wholesale business policy and procedures. 6.5. Unsuccessful supplier involved in purchase process informed of decision as required.
WRWPS403A.7 Rationalise stock	7.1. Stock range reviewed and updated at regular intervals. 7.2. Stock lines to be deleted identified and action taken to minimise adverse effect on profit. 7.3. Stock consolidated as required to maximise sales potential.

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  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Business merchandise and marketing policies which may include:

- Procurement process agreed by users
- Business culture
- Current market position
- Merchandise and product range
- Pricing, labelling and packaging requirements
- Product range

Methods for requesting and receiving offers may include

- Open or restricted tendering and contracting
- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

Suppliers including

- Types and location
- Local or overseas
- Existing or new contacts
- Internal or external

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RANGE OF VARIABLES (continued)

Evaluation of options may include

- stakeholder consultation
- confirmation that a procurement process is necessary
- development of a business case
- comparison of internal versus outsourced provision
- whether to buy or lease

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Contractual arrangements may include

- Letters of appointment or intent
- External contracts
- Trade partners
- People contracts
- Verbal and written orders
- Purchase order
- Petty cash
- Memoranda of understanding/ memoranda of agreement
- In-house service level agreements
- Contracts
- Common use arrangements/ standing offers
- Contracts as detailed under the Trade Practices Act

Forecast Information collection may be by

- data base or Internet searches
- modelling
- telephone/ facsimile
- mail
- verbal meetings

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Consistently applying business policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies
- 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
- Accurately interpreting market trends and applying to the business situation to create opportunities to improve sales and services, while maximising profits
- Analysing market and planning the introduction of a product and service range
- Identifying suppliers, negotiating supply of goods, rationalising stock and monitoring quality control
- Training/communicating information to and from staff/team members, in regard to stock and merchandise and service range.
- Demonstrated capacity to apply sales and negotiation skills in completion of purchasing tasks
- Consistent adherence to legal, legislative, ethical and business procedures and regulations
- Evidence of satisfactory and timely task performance over time

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Negotiation skills and ability to process a supply agreement
- Business 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.
- Broad knowledge of industry/ business, including:
  - Market needs
  - Range of merchandise available
  - Market competition
  - Existing and possible new suppliers
  - Channels of distribution

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EVIDENCE GUIDE (continued)

- Inventory control and supply capacity
- Product/ range monitoring and measurement approaches
- Legal relationship arrangements with suppliers to facilitate identification and resolution of problems and enquiries
- Legal, administrative and business issues underpinning supply requirements
- Occupational health and safety aspects of job

Display skills in terms of job role or function, including the ability to:

- Conduct actions with regard for the roles and functions of purchasing officers in the business environment
- Identifying:
  - Market share
  - Profit margins
  - Pricing policies
  - Long term nature of customer and supplier relationships
  - Logistics of servicing channels of distribution
- Planning of workload with strong focus on interface between oral and written tasks relating to self-organising skills, especially as the tasks impact on others in team

Resource Implications

Access to required assessment evidence, additional time spent with assessee in assessment because of nature of assessment tasks, appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWPS504A DEVELOP PURCHASING STRATEGIES

This unit involves the development and evaluation of systems, policies and procedures necessary to manage business relationships. It focuses on working with businesses in the supply chain that provide products and services required by a wholesale business to meet operational and customer requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPS504A.1 Manage on-going performance of purchasing and procurement strategies	1.1. Policy and procedures developed for management of purchasing systems 1.2. Formal policy and procedures developed for processing purchases including: - Quotes - Tender processes - Public offers - Contracts - Expressions of interest - Requested proposals 1.3. Benchmarks for accurately measuring efficiency of purchase systems and suppliers of purchased products and services established. 1.4. Communication and data exchange systems developed with suppliers of products and services to the wholesale business. 1.5. Strategies to maximise efficiency and effectiveness of input processes to a wholesale business devised.
WRWPS504A.2 Evaluate existing purchasing systems	2.1. Effectiveness of assets and resource management within wholesale purchasing system analysed. 2.2. Value adding determinants set for each purchase including: - Appropriateness - Warranties and post purchase support - Price - Timeliness of supply - Variation from supply specification - Supplier relationships 2.3. Inconsistencies or non-conformance of purchasing with legal agreements investigated. 2.4. Inconsistencies or non-conformance of purchasing and supply arrangements with formal policy and procedures investigated and resolved. 2.5. Inconsistencies or non-conformances in the purchase and supply of products and services resolved to legal and business requirements.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Methods for requesting and receiving offers may include

- Open or restricted tendering and contracting
- Expressions of interest
- Request for proposal
- Request for quotation
- Request for tender; request for offer
- Direct purchases using existing supply agreements such as standing offers
- Common use arrangements
- Oral quotations
- Written quotations
- Direct purchase from retail or wholesale outlets
- Electronic commerce

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RANGE OF VARIABLES (continued)

Contractual arrangements may include

- Letters of appointment or intent
- External contracts
- Trade partners
- People contracts
- Verbal and written orders
- Purchase order
- Petty cash
- Memoranda of understanding/ memoranda of agreement
- In-house service level agreements
- Contracts
- Common use arrangements/ standing offers
- Contracts as detailed under the Trade Practices Act

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Performance indicators for suppliers may include

- Price
- Quality
- Performance
- Supply reliability
- Merchandise

Special expertise and advice sources may include

- Internal or external experts on:
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

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RANGE OF VARIABLES (continued)

Forms of procurements or purchasing activities may include

- Requisitions
- Tenders
- Competitive bids
- Production schedules
- Electronic Data Interchange
- Just In Time
- Ordering
- Bill of materials
- Stock and supply agreements

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers and suppliers standards

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EVIDENCE GUIDE

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Capacity of purchasing strategies to deliver business outcomes
- Effective evaluation and on-going development of a purchasing strategy
- Formal policies and work instructions to implement and support purchasing strategies within a business
- Legally compliant purchasing procedures
- Suppliers involvement in the design and their understanding of the purchasing strategy

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Relationships with stakeholders and market
- Procedures to deal with inconsistencies or non-conformance of purchase and supply relationships
- Procedures to deal with inconsistencies or non-conformance of products and services
- Policy and develop procedures for management of purchases
- Procedures for processing purchases
- Benchmarks for efficiency of supplier relationships
- Communication and data exchange interfaces with suppliers
- Legal relationship arrangements with suppliers to facilitate identification and resolution of problems and enquiries
- Legal, administrative and business supply requirements
- Effectiveness of assets and resource management
- Occupational health and safety aspects of job

Display skills in terms of job role or function including the ability to:

- Develop strategies to maximise efficiency of input
- Use written forms of communication effectively
- Complete consultation to generate effective purchasing strategies
- Plan workload with a strong focus on attainment of planned outcomes

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, additional time spent with assessee in assessment because of nature of assessment tasks, appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or off off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWPL201A ACCESS PRODUCT AND SERVICE PERFORMANCE DATA

This unit involves the ability to identify and apply strategies required to effectively monitor and compare the performance of wholesale product and services against targets set out in sales, marketing and/ or business plans.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL201A.1 Check trade history of products and services	1.1. Trade and supply reports on specific products and services accessed using business technology and systems. 1.2. Data on past, current and forecasted trend figures is accessed using business technology and systems. 1.3. Distribution accounts and prices reviewed.
WRWPL201A.2 Compare performance of products and services	2.1. Existing business systems interrogated to compare product or services performance. 2.2. Trends in sales activities checked. 2.3. Information on factors that influence sales results checked. 2.4. Alterations to wholesale stock, pricing and competitors price determined. 2.5. Range checks completed for relevant product or services across brands, categories, and merchandise classifications. 2.6. Availability of stock on hand to meet demand determined accurately.
WRWPL201A.3 Confirm performance of specific products and services	3.1. Checks are completed of competitor activity within product or services. 3.2. Impact of alterations in stock pricing and performance examined against current supply and distribution patterns. 3.3. Information prepared for reports by product or services using business technology and systems. 3.4. Product or service performance confirmed according to business policy and procedures.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Data may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

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RANGE OF VARIABLES (continued)

Comparative basis for service/ products may include

- Price
- Sales
- Market share
- Time, etc.

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual media (eg. videos, television news)

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit card transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Completed product and service checks across a range of scenarios over time
- Accurate data processing
- Conformance with data and systems security requirements
- Use of accurate and up to date information/ data
- Consistent completion of routine trade history checks for a range of customers, across a range of services and products

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Factors that influence sales
- Types of data
- Data processing requirements
- Storage and security of data and hardware/ records systems
- Electronic and manual system used by the industry
- Completing routine comparative checks
- Checking and reporting performance
- Product and service types

Display skills in terms of job role or function, including the ability to:

- Provide trade and supply reports
- Access data on past, current and forecasted figures
- Review distribution accounts and prices
- Interrogate existing systems for performance comparisons or sales trends
- Justify pricing alterations
- Match stock availability and demand

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	2	3

Shading = emphasis required this Unit

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WRWPL302A PROCESS PRODUCT AND SERVICE DATA

This unit involves the maintenance and processing of wholesale sales, customer service and related product data using the existing business system.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL302A.1 Process product and service data	1.1. Product and service data imputed using available business technology and systems. 1.2. Product and service data sourced and reported using existing business technology and systems. 1.3. Data stored, retrieved and relayed according to existing business technology, information management systems and procedures. 1.4. Product and service data processed according to confidentiality, security and systems access requirements.
WRWPL302A.2 Monitor customer sales	2.1. Product mix monitored for each customer to identify potential add-on sales. 2.2. Customer sales figures monitored to identify success of current sales and supply targets. 2.3. Information impacting future forecasts entered onto the data base in an accurate and timely manner.
WRWPL302A.3 Maintain product database	3.1. Old products and services deleted off the database. 3.2. New products and services inserted in database. 3.3. Latest data collected and correctly processed. 3.4. Existing products and services modified including full details, such as: - Dimensions and characteristics - Manufacturer/ supplier - Packaging - Price (wholesale, retail, etc.) - Trends/ seasonal variations/ special events. 3.5. Security procedures for access to database applied. 3.6. Data records built and maintained to business procedures and requirements. 3.7. Information for reporting purposes is collected using appropriate technology to convey product/ service information 3.8. Reports generated to business requirements.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL302A.4 Determine customer preferences	4.1. Volume of products purchased by individual customers used to anticipate future requirements and preferences. 4.2. Timely and accurate reports provided on information that can enhance decision making on provision of services and products to customers.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Types of processing technology, software and operational systems
- Processing procedures
- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Key elements of a commercial strategy may include

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Technology variations may include

- Enterprise or business
- Supplier
- Customer

Operational procedures may be

- Hardcopy or electronic manuals
- Equipment specific
- Product or service specific
- Customer specific
- Territory/ location specific
- Others as specified

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RANGE OF VARIABLES (continued)

Data entry may include

- Keyboard
- Mouse
- Scanning
- Data transfer

Tools and commands for processing data may vary according to

- System configuration
- Business
- Software and hardware
- Software set up
- Manual and electronic processing requirements
- Data type

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Records of authorised officers' decisions
- Credit card transaction statements
- Records of supplier performance
- Financial statements
- Records of conversation

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Process, store, retrieve and report data in accurate and timely manner
- Application of correct business procedures for data processing
- Application of correct business procedures for maintenance of database and data security
- Timely reporting of accurate information on customer preferences across a range of customers and products and services provided.
- Timely response to future forecasts

Interdependent assessment of units

This unit may be assessed independently or in conjunction with unit WRWI301A *Monitor inventory capacity to meet demand*.

Underpinning knowledge and skills

Display of knowledge kills in terms of job role or function:

- Management of tasks to established deadlines and plans
- Production of reports on transactions, data storage and processing
- Existing products and services
- Requirements for processing data according to enterprise-specific technology and requirements
- Business technology use and maintenance
- Procedures for maintenance of database
- Factors determining customer preferences
- Range of customers and product and services
- Occupational, health and safety with relation to use of computer equipment

Display skills in terms of job role or function, including the ability to:

- Input and process product and service data
- Retrieve and utilise data appropriately
- Monitor customer preferences, sales and develop sales and supply targets
- Maintain product databases
- Maintain customer preferences
- Apply security procedures to gain access to database
- Generate reports to business requirements

Resource Implication

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	3	3	3

Shading = emphasis required this Unit

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WRWPL403A MAXIMISE SALES OF BRANDED PRODUCTS

This unit involves the knowledge and skills required to ensure a wholesale business maximises sales of branded products using traditional or electronic sales and distribution mechanisms. It focuses on setting sales objectives, developing promotional strategies, monitoring sales and ensuring outcomes are achieved.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL403A.1 Set sales objectives to meet business outcomes	1.1. Sales objectives for branded products set to meet business outcomes. 1.2. Frameworks to review and monitor sales objectives for branded products established. 1.3. Factors causing variations in sales figures for branded products determined. 1.4. Specific branded products needs determined with customer representative. 1.5. Sales plan for specific branded products adjusted to meet customer/ market needs. 1.6. Sales priorities set to achieve business outcomes. 1.7. Sales for products/ services communicated to sales an service staff
WRWPL403A.2 Monitor sales	2.1. Sales reports for branded products checked according to business procedures.
WRWPL403A.3 Develop strategies for promotion of branded products	3.1. Product sales strategies for branded products developed consistent with: - Budget - Market share - Performance against last year - Sales strategies - Marketing Plan(s).
WRWPL403A.4 Ensure sales of branded product deliver business outcome(s)	4.1. Factors limiting the success of sales strategies for branded products analysed. 4.2. Sales objectives and targets in business and market plans achieved. 4.3. Business outcomes for a product/ service achieved.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Product knowledge may include

- Warranties
- Corresponding benefits of various products
- Use-by dates
- Storage requirements
- Stock availability

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Distribution and sales mechanisms may be

- Electronic including web or digital
- Traditional including territory management and direct selling
- Business to business or business to end consumer

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RANGE OF VARIABLES (continued)

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. Newspapers, annual reports, ABS reports)
- Visual media (eg. Videos, television news)

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Brand may encompass

- Product brands
- Company brands
- Supplier brands
- Register trade marks
- Registered brands
- Intellectual property

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Sets of evidence such as sales objectives, sales reports, sales strategies and other documents, files and records, of observed, satisfactory, timely and accurate task completion sampled against each performance criteria
- Evidence of consistency, quality and timeliness of task performance over time, including computer and hard record systems and files
- Written work process documents that apply in the workplace for each performance criteria
- Written workplace-related documents that affect First Line level employees, other than work-process items
- Communicate effectively summary information from work outputs to senior and junior colleagues
- Evidence of repeat performance in a workplace context across the full range of variables
- Broad indicators of knowledge and understanding of task-specific procedures, including memos, notes and other documents

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Brand value and brand penetration in marketplace
- Range of products and services
- Comparative features and advantages of a brand(s)
- Market share and current performance
- Plan and organise activities related to ensuring sales of branded product in relation business outcomes
- Enterprise technology
- Factors limiting the success of sales strategies
- Occupational, health and safety aspects to job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Plan and organise activities related to ensuring sales of branded product in relation business outcomes
- Set sales objectives
- Determine sales priorities
- Generate sales reports
- Comparative review of branded products/ services
- Devise brand promotional strategies
- Raise sales of a branded product(s)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job or and off-the-job

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWPL504A REVIEW PRODUCT/ SERVICE PERFORMANCE

This unit encompasses the research and confirmation of market opportunities as part of the search for ways to continually improve the performance of wholesale products or services. It focuses on internal/external research, accessing product/service opportunities and monitoring performance of those products/services.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL504A.1 Conduct internal research on current wholesale business position	1.1. Strategic goals and performance indicators compared with actual performance. 1.2. Forecasts for a range of future products and services compared. 1.3. Forecasts for future products and services compared with performance of current range.
WRWPL504A.2 Conduct external research on current business position	2.1. Business performance in the marketplace ascertained using best available and reliable indicators including: - Australian Bureau of Statistics - Competitor information (annual reports, trade publications, field reports, stockmarket analyses, etc.). - Trade publications - Others 2.2. Information on current business performance collected from business partners and analysed.
WRWPL504A.3 Assess opportunities for new products and services	3.1. Information about emerging products/ services assessed. 3.2. Information about emerging products/ services checked with business and supplier personnel. 3.3. Shifts in demand for current products and services assessed and compared. 3.4. Information of emerging products/ services factored into plans, including: - Strategic plans - Business plans - Marketing plans - Promotional plans - Sales strategies 3.5. Marketing plans and sales strategies adjusted to reflect emerging customer demands and changing market demographics.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL504A.4 Monitor product and service performance	4.1. Performance of products and services analysed. 4.2. Changes to range initiated based on current performance of products and services. 4.3. Analysis of business performance discussed and reviewed with relevant internal and external personnel. 4.4. Review of wholesale products and services used to accurately monitor business success.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Types of plans may include but not be limited to

- Sales
- Marketing
- Strategic
- Business
- Purchasing/ procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

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RANGE OF VARIABLES (continued)

Reporting may include

- Public notification
- Electronic
- Verbal
- Annual reports
- Internal and/or external
- Statistical reports

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Sales objectives/ targets may vary with

- Product and/ or service
- Merchandising/ sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Demonstration of integrated capacity to source, analyse and report research on product/ service performance
- Accurate analysis of product/ service performance
- Monitor, over a period of time, product/ service performance
- Assess opportunities for new products or services
- Ability to liaise with suppliers and other business partners to prepare up to date and accurate data on product/ service for consideration within planning processes

Interdependent assessment of units

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

It is recommended that the following two units be completed prior to attempting this unit: *WRWPL201A Access Product and Service Performance Data* and *WRWPL302A Process Product and Service Data*

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Current business position
- Opportunities for new products
- Business performance with internal and external personnel
- Rationale for current products and services
- Research data and sources
- Supplier and business customer data collection and research approaches
- Reliability of data sources
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Research and analyse external factors which affect current business position
- Opportunities for new products
- Develop marketing plans and sales strategies to reflect changing customer and market needs
- Analyse performance of products and services
- Analyse business performance
- Implement changes to range
- Analysis and reporting of research (internal and external)
- Collection and organisation of research information
- Research approach
- Product/ service performance analysis techniques

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Shading = emphasis required this Unit

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WRWPL505A MAXIMISE PRODUCT SALES AND MARKET SHARE

This unit covers the knowledge and skills necessary to analyse and improve market share and sales performance for wholesale products and services using position, promotion and pricing strategies.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL505A.1 Analyse wholesale product and service performance	1.1. Factors impacting category performance analysed and reviewed, including: - Promotional activities - Competitor's activities - Partnerships - Price - Market share - Growth - Trends - Factors impacting brand performance analysed. 1.2. Factors impacting range performance analysed. 1.3. Factors impacting product performance analysed.
WRWPL505A.2 Assess wholesale market position strategies	2.1. Placement of product and service in the marketplace accurately determined. 2.2. Appropriateness of sales and marketing strategies given placement of product or service in marketplace reviewed.
WRWPL505A.3 Assess product and service promotion strategies	3.1. Promotional strategies for product and service reviewed. 3.2. Appropriateness revised promotional strategies for a product or service assessed. 3.3. Recommendations for improved promotional programs reported.
WRWPL505A.4 Develop competitive pricing structures	4.1. Strategic guidelines for product/ service price and performance translated into management benchmarks. 4.2. Strategic targets for a product/ service support by marketing guidelines.
WRWPL505A.5 Implement wholesale product and service plans	5.1. Market and individual customer needs defined. 5.2. Wholesale products and services promoted, distributed and sold to achieve market and business targets. 5.3. Price, position and placement strategies for a wholesale product and service achieved.

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RANGE OF VARIABLES

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Promotional problems may include

- Timing of promotion
- Promotion type (event, seasonal, new lines, new outlet)
- Supplying volume requirements
- Types of promotions
- Business customer planning times and cycles

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual media (eg. videos, television news)

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

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RANGE OF VARIABLES (continued)

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Over a period of time build market share through product and service
- Consistent analysis of product and service performance across a range of category factors
- Accurate determination of market position and factors impacting market position
- Timely recommendations for improved promotional programs
- Competitive pricing strategies
- Timely identification of factors impacting sales and market performance

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Factors which impact performance on various categories
- Analysis, assessment, development and implementation skills and knowledge
- Processes for defining market and customer needs
- Collection and organisation of information is essential in analysis functions
- Integrating research outputs across tasks
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Analyse factors impacting on product performance
- Assess accuracy of placement of products and services in the marketplace
- Assess appropriateness of sales and marketing strategies
- Review promotional strategies and recommend improvement
- Develop product and service plans, including price, position and placement
- Implement product and service plans

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

Shading = emphasis required this Unit

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WRWPL506A MANAGE DISTRIBUTION PROCESSES

This unit involves the management of distribution relationships to ensure supply from a wholesale business meets operational and customer requirements. It includes consideration of purchasing arrangements, monitoring and reviewing supplier relationships and agreements together with the quality control of supply and distribution.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL506A.1 Manage purchasing agreements with business customers	1.1. Distribution and supply agreements with other businesses receiving products and services reviewed and are legally enforceable. 1.2. Existing supply and/ or distribution agreements amended to meet agreed business customer and end consumer needs. 1.3. New agreements negotiated according to wholesale business policy and procedures. 1.4. Supply and/ or distribution agreements between business and customers implemented to achieve agreed business and customer objectives. 1.5. Supply and/ or distribution agreements between wholesale business and customers implemented with due consideration of removing purchasing risk. 1.6. Obligations and commitments between a wholesale business and customers with supply/ distribution licences and agreements communicated clearly. 1.7. Contracts for supply and distribution are legally binding and valid.
WRWPL506A.2 Monitor supply arrangements with business customers	2.1. Measures and determinants of effective supplier relationships between the wholesale business and business customers set. 2.2. Ability of wholesale business to meet obligations under supply and/ or distribution agreements monitored. 2.3. Satisfaction of customers with supply/ distribution of wholesale products and services determined. 2.4. Problems or reported customer complaints with supply/ distribution systems investigated. 2.5. Problems or reported customer complaints with supply/ distribution systems resolved and root causes removed.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL506A.3 Introduce product range	3.1. Business/area managers/staff informed of new product ranges and advised of preferred location of merchandise. 3.2. Staff training in product knowledge implemented to introduce product range. 3.3. New ranges demonstrated/displayed to staff according to business merchandising plan.
WRWPL506A.4 Monitor quality control of supply and distribution	4.1. Merchandise quality standards established with suppliers according to legal requirements, customer requirements and business policy. 4.2. Quality of merchandise monitored and ensured during supply, manufacture and delivery processes. 4.3. Stock return figures recorded and analysed against target figure.
WRWPL506A.5 Review distribution/ supply agreements	5.1. Wholesale business customers unable to comply with distribution and/ or supply arrangements with a wholesale business investigated. 5.2. Obligations and commitments between a wholesale business and customers with supply/ distribution licences and agreements reconfirmed during investigations. 5.3. Distribution agreements amended or cancelled on accordance with legal, business and established industry requirements.

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General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Business merchandise and marketing policies which may include:

- Procurement process agreed by users
- Business culture
- Current market position
- Merchandise and product range
- Pricing, labelling and packaging requirements
- Product range

Suppliers including

- Types and location
- Local or overseas
- Existing or new contacts.
- Internal or external

Key elements of a commercial strategy may include

- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

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RANGE OF VARIABLES (continued)

Forms of procurements or purchasing activities may include

- Requisitions
- Tenders
- Competitive bids
- Production schedules
- Electronic Data Interchange
- Just in Time
- Ordering
- Bill of materials
- Stock and supply agreements

Markets may include

- Local
- National
- Regional
- International

Distribution relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and outlay requirements
- Organisational systems integration and compatibility

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers' and suppliers' standards

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RANGE OF VARIABLES (continued)

Evaluation of options may include

- Stakeholder consultation
- Confirmation that a procurement process is necessary
- Development of a business case
- Modelling results
- Cost benefit analysis
- Data analysis
- Comparison of internal versus outsourced provision
- Whether to buy or lease

Performance indicators for distribution companies may include

- Price
- Quality
- Performance
- Supply reliability
- Merchandise

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Agreements are legally binding and fit for agreed purpose
- Distribution processes legally compliant and ethically sound
- Managed and justifiable risk assessment for all agreements
- Responsiveness to customer complaints and agreement concerns
- Continuous review and improvement to distribution processes and agreements
- Continuous and timely compliance or acquittal of obligations under distribution/ license agreements

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Business purchasing and distribution practices and procedures
- Legal considerations
- Range decisions and practices
- Existing supply/ distribution agreements in place
- Quality standards relating to:
  - Merchandising
  - Supply
  - Products
  - Customer service
- Ethical practices impacting purchasing agreements
- Risk management
- Analysis, assessment, development and implementation skills and knowledge
- Collection and organisation of distribution records and information
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

Display skills in terms of job role or function, including the ability to:

- Negotiate new agreements
- Create and manage distribution and supply agreements
- Develop, implement and monitor contracts/ agreements
- Report and resolve customer complaints
- Inform managers/ staff of new products and how best to promote them
- Develop quality control processes
- Review and amend distribution/ supply agreements

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EVIDENCE GUIDE (continued)

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

Key Competencies

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

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	(Creativity) 2	2

Shading = emphasis required this Unit

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WRWPL507A FORECAST PRODUCT PERFORMANCE

This unit involves the forecasting and reviewing both trends and developments that may impact operational and sales performance.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL507A.1 Forecast trends and developments impacting operations	1.1. Future trends and developments impacting wholesale operations using accurate, current information projected, including: - Competitor information (annual reports, trade publications, field reports, stockmarket analyses, etc.) - Product/ service review information - Australian Bureau of Statistics statistical information - Market analysis information - Customer surveys - Product and service reviews - Sales reports. 1.2. New sources of relevant forecast information determined and accessed. 1.3. Impact of future trends and developments on operations evaluated. 1.4. New technology regularly reviewed for possible business applications. 1.5. Results from analysis of forecasts reported using qualitative and quantitative measures.
WRWPL507A.2 Review forecasts	2.1. Forecasts reviewed in a timely and accurate manner. 2.2. Trends and patterns across a number of forecasts isolated and analysed. 2.3. Up dated forecasts reported to relevant management. 2.4. Recommendations for action based on forecasts and available information reported.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Business outcomes may include

- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

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RANGE OF VARIABLES (continued)

Market research information may be obtained by use of

- Electronic (eg. data base, Intranet, Virtual Private Network, Ultranet, Internet search)
- Written (eg. newspapers, annual reports, Australian Bureau of Statistics reports)
- Visual Electronic Data Interchange (eg. videos, television news)

Markets may include

- Local
- National
- Regional
- International

Records may include

- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Corporate credit (Electronic Data Interchange) transaction statements
- Records of supplier performance
- Financial statements
- Asset registers
- Records of conversation

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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 Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Prepare accurate and timely forecasts over time, across a range of products and services and/ or markets
- Complete qualitative and quantitative analysis of data
- Apply accurate measures to determine forecast recommendations
- Review forecast information and reports in an accurate and timely manner
- Complete comparative analysis of data and forecasts

Interdependent assessment of units

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

Underpinning knowledge and skills

Display of knowledge and skills in terms of job role or function::

- Factors which may impact future operations
- Sources of information (current, standard, new and emerging)
- Trend patters
- Research forecasting and reviewing (Australian Bureau of Statistics, competitor, markets, products and sales)
- Techniques used to analyse, assess, and reviewing forecasts
- Collection and organisation of research information
- Integrating research outputs across tasks
- Numeracy and mathematical concepts related to completion of research and forecasting techniques used

Display skills in terms of job role or function, including the ability to:

- Research and assess information
- Determine way to improve data collection used in the forecasting process
- Determine trend patterns
- Determine areas of improvement for the business
- Recommend action based on forecasts
- Source records in timely and accurate manner

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

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EVIDENCE GUIDE (continued)

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products**.**

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Shading = emphasis required this Unit

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WRWPL508A IMPROVE SUPPLY AND DISTRIBUTION CHAINS

This unit involves the search for, and evaluation of ways to continuously review and improve the supply and distribution of products and services. It also focuses on maintaining continuity of supply whereby inventory can meet requirements for production, sales, distribution and service commitments provided to another business or directly to the end customer.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL508A.1 Confirm features of specific supply chains	1.1. Position of the business in the supply chain determined. 1.2. Features and impact of business relationships with suppliers to the business analysed. 1.3. Characteristics of business relationships with suppliers of products and services to a business analysed. 1.4. Benchmarks of supply chain efficiency established.
WRWPL508A.2 Maintain information on suppliers	2.1. Information on suppliers of products and services to a wholesale business obtained and stored according to business policy and procedures. 2.2. Information on suppliers of products and services to a business updated and regularly reviewed. 2.3. Nature and feature of business relationship with suppliers to a wholesale business are stored and reported according to confidentiality, security, and business requirements.
WRWPL508A.3 Review distribution arrangements	3.1. Sales, customer satisfaction and performance reports reviewed, compared and analysed. 3.2. Forecasts impacting supply of wholesale products and services reviewed, including detail on: - Competitor information (annual reports, trade publications, field reports, stockmarket analyses, etc.) - Interest rates and share markets - Performance benchmarks - Logistics - Demographics (Australian Bureau of Statistics information) - Market analysis information - Sales reports

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRWPL508A.4 Devise policy and procedures for distribution and supply	4.1. Policy and procedures for supply and distribution to business customers and end consumers established. 4.2. Procedures established to collect and analyse information on distribution chain management.
WRWPL508A.5 Forecast future contingencies impacting supply chain management	5.1. Forecasted demand analysed to confirm future requirements. 5.2. Forward supply needs for the business communicated to suppliers according to policy and contract provisions. 5.3. Factors impacting forward purchasing and supply arrangements confirmed. 5.4. Standards for supply of products and services to the business set in qualitative and quantitative terms. 5.5. Procedures for enforcing quality of supply to the business communicated to relevant internal and external personnel.
WRWPL508A.6 Improve supply and distribution chain effectiveness	6.1. Supply chain evaluated against agreed benchmarks and overall impact on business performance. 6.2. Comparative performance of supply chain benchmarked against best in class and/ or competitors. 6.3. Factors impacting future distribution and supply of products assessed. 6.4. Recommendations made to relevant personnel to respond to opportunities for improvements in customer supply/ distribution relationships. 6.5. Impact of proposed improvements to supply and distribution activities confirmed against budget and operational plans. 6.6. Prevailing trading terms used to enhance supply and distribution chain management. 6.7. Reports on business relationships with suppliers to the business generated using available business technology and agreed measures. 6.8. Reports completed to relevant personnel (internal and external to operational unit) to promote recommended implementation of improvement to supply/ distribution chain.

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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 variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act

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RANGE OF VARIABLES (continued)

Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/ or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/ verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols

Work site environment factors may include but are not limited to

Forecast and competitor activity information collection may be by

- Data base or Internet searches
- Modelling
- Telephone
- Facsimile
- Mail
- Verbal meetings

Information on suppliers may include

- Supply agreements/ contracts
- Purchase requests and orders
- Tender submissions and proposals
- Invoices and payment requests
- Statements and petty cash vouchers
- Offer and contract documents
- Evaluation process documentation
- Records of authorised officers' decisions
- Records of supplier performance
- Financial statements
- Records of conversation

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RANGE OF VARIABLES (continued)

Forms of procurements or purchasing activities may include

- Requisitions
- Tenders
- Competitive bids
- Production schedules
- Electronic Data Interchange
- Just in Time
- Ordering
- Bill of materials
- Stock and supply agreements

Types of standards, performance benchmarks or specifications may include

- Australian Standards
- International Standards
- Professional standard
- Industry standards
- Performance indicators
- Quality measures and criteria
- Planning milestones and timeframes
- Design brief
- Manufacturers and suppliers standards

Business relationships and trading terms may be influenced by

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/ Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

Logistics may include

- Phases or stages of the supply and distribution chain
- Timeframes
- Milestones
- Payment schedule
- Targets
- Outputs
- Infrastructural resources
- Levels of service

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RANGE OF VARIABLES (continued)

Markets may include

- Local
- National
- Regional
- International

Suppliers may be

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal

Market assessment may include

- Structure of and 'players' in the market
- Market capability
- Market maturity
- Market strength
- Factors/ conditions which may affect supply
- Potential impact of intended contracting activity

Special expertise and advice sources may include

- Internal or external experts on:
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

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Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Improvement to supply chain for a product/ service within an operational context
- Understanding of a range of current and emerging supply chian management models
- Ability to measure and quantify supply chain quality standards and efficiency
- Clarity and effectiveness of policy and procedures devised for distribution and/ or supply activities
- Internal staff and management and external customer satisfaction with supply and distribution policy and procedures
- Establishment of realistic and measurable performance benchmarks

Interdependent assessment of units

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

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Supply cycle
- Supply chain for business and a 'typical supply chains models used in different industry sectors/ businesses
- Policy and procedures for distribution and supply
- Procedures for collecting and analysing distribution chain management
- Position of the business in the supply chain
- Factors impacting supply and distribution management
- Work and team priorities
- Current forecasts and trends
- Market information and data collection
- Sales plans
- Measuring supply chain efficiency and quality standards
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

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EVIDENCE GUIDE (continued)

Display skills in terms of job role or function, including the ability to:

- Analyse existing business relationships for areas of improvement
- Implement benchmarks of supply chain efficiency
- Confidentially and securely maintain information regarding suppliers
- Devise effective policy and procedures for distribution and supply
- Develop procedures for enforcing supply quality
- Devise procedures for collecting and analysing distribution chain management
- Assess factors impacting supply and distribution management
- Provide reports and recommendations for supply/distribution chain improvement to relevant personnel
- Quantify and qualify supply chain improvements
- Set benchmarks

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment

Assessment may occur on the job, or off-the-job.

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:

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3	3	3	3	3	3	3

Shading = emphasis required this Unit

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TDT E6 97B COLLECT AND PRESENT WORKPLACE DATA AND INFORMATION

Skills and knowledge required to collect and present information in the workplace

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Required information is identified	1.1 Purpose of the data collection is identified
	1.2 Sources of information are established
	1.3 Appropriate information is collected
2. Prepare information for use	2.1 Information is collated and presented in a logical manner
	2.2 Checks for accuracy are made
3. Explain information	3.1 Data collection is explained to others to that the information contributes to the enterprise operations
	3.2 Questions are answered and appropriate clarifications made
4. Present enterprise information	4.1 Information is forwarded to appropriate personnel in accordance with enterprise procedures
	4.2 Information is collated and stored in accordance with enterprise procedures

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RANGE OF VARIABLES

Workplace context

- This unit covers work of transport and distribution personnel for the delivery of valuables, secured products, documents and materials
- Work performed under general or limited supervision
- Customers may be internal or external
- Operations conducted day or night
- Consultative processes may involve
  - Clients
  - Private security personnel
  - Public sector security personnel
  - Police
  - Security consultants
  - Other employees and supervisors
  - Management
  - Union representatives
  - Industrial relations, Occupational Health and Safety specialists
  - Other professional or technical staff

Sources of information/documents may include but are not limited to

- Operations manuals
- Induction documentation
- Competency standards and training materials
- Job specifications and procedures
- Manufacturer's specifications
- HAZCHEM codes and dangerous/hazardous goods
- Enterprise operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Work procedures and practices
- Standards and certification requirements
- Quality assurance procedures
- Emergency procedures

Job role specific factors

- Information collected and analysed may include
  - Consignment sheets
  - Logs
  - Performance measures
  - Operational reports
  - Evaluation reports
  - Site surveys

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to
  - Locate, sort, collate and interpret relevant information from a range of sources
  - Communicate effectively in written and verbal modes
  - Follow procedures
  - Locate, interpret and apply relevant information
  - Maintain enterprise records and documentation

Interdependent assessment of units

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

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function
  - Operational procedures for the collection, collation and presentation of data
  - Requirements for approved work procedures and relevant equipment
  - Application of relevant agreements, codes of practice or other legislative requirements
  - Identification and correct use of equipment, processes and procedures
  - Planning own work including predicting consequences and identifying improvements

Resource implications

- Range of information to be delivered in printed and oral form

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Maintains confidentiality of customers, enterprise operations, equipment and materials carried
- Modifies work practices to cater for variations in Workplace contexts and environments
- Effectively negotiates to resolve issues and problems
- Demonstrates consistency of performance over a period of time and in a range of contexts
- Shows evidence of application of relevant enterprise procedures including
  - Codes of practice, hazard policies and procedures
  - Issue resolution procedures
  - Job procedures and work instructions
  - Guidelines relating to the safe use of equipment
  - Quality assurance procedures (where existing)
  - Security procedures
  - Housekeeping processes
  - Waste, pollution and recycling management processes
- Action taken promptly – accidents and incidents reported within regulatory requirements and following enterprise procedures
- Work completed systematically without injury to self or others or damage to goods, equipment or products in production

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EVIDENCE GUIDE (continued)

Context for assessment

- Assessment may occur on the job or in a simulated work environment

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

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TDT B10 98A PLAN AND IMPLEMENT MAINTENANCE SCHEDULES

Skills and knowledge required to plan and implement maintenance processes within the enterprise.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish maintenance requirements	1.1 Equipment specifications, service requirements and workplace procedures are checked for recommended maintenance intervals and processes
	1.2 Special requirements for maintenance of storage zones are identified
	1.3 Comparisons with previous experience, future equipment use, work requirements and standard operating procedures are made to inform the planning process
	1.4 Work plan and work schedule are developed
	1.5 Contractors and/or maintenance providers (internal/external) are identified
	1.6 Costings for process are identified based on work schedule (equipment/staff off-line), equipment manufacturers' recommendations, charges for materials, equipment and consumables and external/internal labor charges
	1.7 Required interruptions, processes and procedures are documented and recorded
	1.8 Clearances for any required costs for maintenance are obtained

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
2. Organise maintenance activities	2.1 Work schedules and staff rosters are checked to identify time(s) when the maintenance process may be scheduled including optimum timing for (any) shut down 2.2 Permission from supervisory personnel is obtained for timing of maintenance to optimise the maintenance process and work 2.3 Detailed work plans are developed to accord with: - work schedules - availability of expertise - scheduling of resource availability 2.4 Employees with the required competencies are identified and where necessary appropriate training and assessment is facilitated 2.5 Approvals for work schedule, employee work pattern and maintenance schedule adjustments are obtained and workplan is refined to ensure the maintenance program will maintain workplace outputs in terms of workplace policy
3. Assemble requirements	3.1 Resources required (equipment, personnel and consumables) to meet requirements are allocated 3.2 Consumables, equipment and expertise are located and co-ordinated to meet maintenance work schedule 3.3 Externally sourced equipment, consumables and expertise are identified and appropriate arrangements made for procurement
4. Complete maintenance procedures	4.1 Completed work is checked against the maintenance schedule and the work plan 4.2 Records of work are completed and forwarded to appropriate personnel noting areas where additional maintenance is required to maintain optimum work output and equipment life

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in the Warehousing, Storage Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers and suppliers
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists other professional or technical staff, contractors and maintenance personnel
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and supplier contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - quality assurance procedures (where existing)
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or suppliers handling and storage advice
- Workplace operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Statistical information
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- Applicable State, Territory, Commonwealth legislative framework concerning:
  - Occupational Health & Safety in terms of duties of employers, employees, suppliers and contractors
  - Workplace Relations
  - Workers Compensation
  - Hazardous substances and dangerous goods
  - Environment Protection
  - Equal Opportunity, Equal Employment Opportunity and Affirmative Action
- Standards and certification requirements
- License arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Maintenance may be cyclical or for particular purposes

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - plan maintenance schedules to integrate effectively and efficiently within the enterprise
  - apply leadership skills to the completion of maintenance schedules including the allocation and delegation of tasks, resource procurement and assembly
  - manage own work to achieve organisational goals and required results
  - suggest improvements to housekeeping and zone organisation operations and negotiate changes
  - identify requirements of tasks and organise planning, job completion and evaluation of outcomes
  - locate, interpret and apply relevant information
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
- understanding and knowledge of the application of current competencies within functional activity
- focus of operation of storage systems, resources, management and workplace operating systems
- characteristics and capabilities of equipment, materials and processes used
- identification of the factors in work schedules, time and resource requirements (including sourcing expertise external to the work team) when scheduling the maintenance process
- application of relevant agreements, codes of practice or other legislative requirements
- environmental and health and safety implications of storage and work systems
- resource availability including the competencies of individuals in the team / group
- selection and appropriate application of technology, information systems and procedures

Resource implications

- Storage facility, maintenance schedules and organisational requirements

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EVIDENCE GUIDE (continued)

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Legislative requirements are met in any service provision or design
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations
- Coordination of maintenance including internal/external expertise, consumables, tools and equipment impact on normal work is minimised
- Work activities of other employees is supervised and assistance to others is provided
- Maintenance activities are consistent with accepted workplace practices and manufacturer's procedures and specifications
- Arranges work to achieve goals and results
- Uses consultative approaches to implement and evaluate organisational change

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

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TDT J7 98A CONDUCT INTERNAL QUALITY AUDITS

Skills and knowledge required to internally audit an organisation's compliance with relevant quality standards documentation.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for internal audit	1.1 Benchmarks for the quality audit are established/identified
	1.2 Procedures required to be audited are identified and implications of non conformance estimated
	1.3 Technical and/or calibration requirements for audits are noted and (where necessary) appropriate support personnel are identified
	1.4 Production schedules are examined to identify appropriate schedule for audit
2. Schedule internal audit	2.1 Audit timings are planned to ensure that relevant procedures are conducted within workplace agreed time intervals and timeframes
	2.2 Audit frequency is adjusted based on importance of activities to the business unit, process or organisational changes or customer feedback
	2.3 Contact is made with appropriate personnel and relevant appointments for the audit are made
3. Conduct audit and document findings	3.1 Methods for the conduct for the audit are established and confirmed
	3.2 Observations and interviews are conducted with (any) required approved third party
	3.3 Documentation of observations and interview responses are completed

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
4. Report audit results	4.1 Audit results are discussed with personnel associated with the procedures or standards audit
	4.2 Audit reports indicate compliances noted
	4.3 Non-compliance reports indicate location, relevant standard or procedure, evidence and supporting information from audited personnel
	4.4 Audit variances which do not qualify as non compliance are identified as possible quality system improvements and documented
	4.5 Reports are forwarded to appropriate personnel for action
5. Respond to audit report	5.1 Quality system employee responses to audit reports are noted and issues for response are identified
	5.2 Corrective actions arising from the audit are referred to appropriate personnel
	5.3 Changes to operational processes are implemented as part of a continuous improvement system
	5.4 Results of changes to operational processes are followed up and checked

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in the Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers and suppliers
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists
  - other professional or technical staff, contractors and maintenance personnel
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and supplier contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - quality assurance processes and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or suppliers handling and storage advice
- Workplace operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- Applicable State, Territory, Commonwealth legislative framework concerning:
- Occupational Health & Safety in terms of duties of employers, employees, suppliers and contractors
- Workplace Relations
- Workers Compensation
- Hazardous substances and dangerous goods
- Environment Protection
- Equal Opportunity, Equal Employment Opportunity and Affirmative Action
- Standards and certification requirements
- License, Patent or copyright arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Quality audits may be conducted as part of enterprise, site or licence requirements
- Audits may be conducted alone or in conjunction with other staff from the enterprise or using external personnel

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - identify requirements of the audit
  - complete audits including the allocation and delegation of tasks, within organisational policy
  - manage own work to achieve organisational goals and required results
  - suggest improvements to audit operations
  - apply techniques to encourage appropriate participation of employees and where appropriate suppliers and customers in the quality system
  - locate, interpret and apply information relevant to the quality system
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
  - understanding and knowledge of the application of current competencies within functional activity
  - focus of operation of workplace operating systems
  - quality procedures and implementation strategies
  - enterprise business policies and plans including procedures for identification of non compliance and best practice
  - selection and appropriate application of technology, information systems and procedures

Resource implications

- Quality audit projects, relevant documentation

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Audits identify non compliances and recommend processes to improve compliance
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations
- Consistently considers when completing tasks :
  - requirements of organisational policy and operating procedures and makes appropriate adjustments when authorised
  - enterprise policies including issue resolution, consultation and grievance procedures
  - cultural differences in the workplace, including modes of behaviour and interactions among staff and others and adapts processes accordingly
- Arranges audit processes and timelines to achieve goals and results
- Uses consultative approaches to implement and evaluate compliance with quality systems
- Organisational performance is improved through improved quality system

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EVIDENCE GUIDE (continued)

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	2

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TDT K6 98A EVALUATE SOFTWARE REQUIREMENTS AND HARDWARE ENHANCEMENTS

Skills and knowledge required to improve work efficiency through application of computer systems to transport and distribution processes

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Analyse requirements for improved computer applications	1.1 Current aspects of business operations requiring improved computer technology are identified 1.2 Purpose and requirements of improved computer management systems are identified 1.3 Personnel are consulted for expert advice for potential matches of computer applications to required improvements in site operations
2. Evaluate software	2.1 Potential software programs are evaluated to meet workplace requirements 2.2 Software applications are investigated for effectiveness to own operation including degree of flexibility, customisation and integration potential 2.3 Selected option is circulated to appropriate personnel for verification 2.4 Level of technical support is assessed 2.5 Software application selection is made
3. Investigate hardware enhancements	3.1 Hardware systems are evaluated for compatibility with selected software and workplace operations 3.2 Potential immediate and long term risks/problems with hardware are identified and assessed including: - compatibility with existing systems - capacity to function in different operating environments 'including on-board' activities - performance - set up and maintenance procedures and costs 3.3 Recommendations are drafted and circulated for comment 3.4 Final recommendations on suitable hardware are made

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
4. Implement system improvement	4.1 Selected hardware and software enhancements are implemented
	4.2 Training is provided to potential users of the technology
	4.3 Implementation of hardware and software is monitored
5. Measure systemic improvement	5.1 Methods of measuring system performance are identified
	5.2 Software and hardware performance is evaluated
	5.3 (Any) refinements or improvements to the system are implemented
	5.4 System performance is documented and reported to appropriate personnel

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers and suppliers
  - Computer specialists
  - Software and hardware companies and distributors
  - users of similar systems/technology
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists
  - other professional or technical staff, contractors and maintenance personnel
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and supplier contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - quality assurance procedures (where existing)
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or suppliers handling and storage advice
- Workplace operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- Standards and certification requirements
- License, Patent or copyright arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Equipment may be used for stock management, information storage, invoicing, payments, manifests, on board systems or work organisation

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - evaluate computerised information processing equipment, software and operating systems to improve work effectiveness
  - suggest improvements to computer operations and negotiate changes
  - identify requirements of tasks and organise planning, job completion and evaluation stages
  - locate, interpret and apply relevant information
  - measure operational performance resulting form changes to technology

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
  - understanding and knowledge of the application of current competencies within functional activity
  - focus of operation of software systems, computing equipment, resources, management and workplace operating systems
  - impact of existing and potential computing systems on enterprise and individual performance
  - resource availability including the competencies of individuals in the team / group
  - coaching and mentoring approaches to support team members to share knowledge and skills
  - enterprise business policies and plans
  - selection and appropriate application of technology, information systems and procedures

Resource implications

- Computer systems, software applications, structured work environment

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Legislative requirements are met in any service provision or design
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations

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EVIDENCE GUIDE (continued)

- Consistently considers when allocating tasks :
  - competency requirements, size of tasks, development opportunities and requirements of organisational policy and operating procedures and makes appropriate adjustments when required
  - enterprise policies including issue resolution and griece procedures
  - cultural differences in the workplace, including modes of behaviour and interactions among staff and others and adapts processes accordingly
- Arranges activities to achieve goals and results
- Uses consultative approaches to implement and evaluate change in operating systems
- Organisational performance is improved through improved access to and utilisation of software and hardware

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

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TDT O5 98A PLAN AND MANAGE SECURITY PROCEDURES FOR THE ENTERPRISE

Skills and knowledge required to evaluate and implement security measures

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assess security risks	1.1 Records of security breaches, thefts and damage are reviewed to identify past security incidents
	1.2 Assessment of potential risks to the security of stock, personnel, facilities, information and equipment are made considering both internal and external factors
	1.3 Relative risks from a range of sources are assessed and compared with existing security measures
	1.4 Discrepancies between identified risk and current security processes are noted
2. Specify security requirements	2.1 Decisions and adjustments to security equipment, facilities and services are made based on risk assessment in relation to benefits to the organisation
	2.2 Security organisational arrangements are documented and implementation strategies are established
	2.3 A finalised security plan including performance indicators is prepared in accordance with enterprise requirements and circulated for feedback prior to implementation
	2.4 Questions and feedback from stakeholders are responded to promptly and where appropriate, incorporated into the plan

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
3. Implement security plan	3.1 Priorities for implementation are identified and management and workplace personnel are informed
	3.2 Competency needs for the work are identified and staff allocated and/or trained and assessed to meet those needs
	3.3 Equipment and facilities are allocated and/or obtained
	3.4 Workplace personnel and equipment are organised to meet requirements ensuring that work loads are balanced and other workplace activities are met
	3.5 Workplace security policies and procedures are amended and trialed to improve performance
	3.6 Operating procedures and methods are explained to workplace personnel and follow up communication methods are used to ensure that work requirements are applied
4. Monitor and review system performance	4.1 Security reports are collated and categorised
	4.2 Reports are compared to identify any trends in breaches
	4.3 Security procedures are modified to rectify any gaps identified

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers and suppliers
  - security consultants
  - relevant authorities
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists
  - other professional or technical staff, contractors and maintenance personnel
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and supplier contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - quality assurance procedures (where existing)
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or suppliers handling and storage advice
- Workplace operating procedures and policies
- Supplier and/or client instructions
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- Applicable State, Territory, Commonwealth legislation and any related regulations concerning:
  - Occupational Health & Safety in terms of duties of employers, employees, suppliers and contractors
  - Workplace Relations
  - Workers Compensation
  - Hazardous substances and dangerous goods
  - Environment Protection
  - Equal Opportunity, Equal Employment Opportunity and Affirmative Action
- Standards and certification requirements
- License, Patent or copyright arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Security may be provided by internal or contract staff

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - apply leadership skills to the completion of security arrangements including the allocation and delegation of tasks, taking into account task requirements, development needs and organisational policy
  - manage own work to achieve organisational goals and required results
  - suggest improvements to security operations and negotiate changes
  - mediate and resolve issues surrounding security arrangements, maximising positive outcomes for the organisation and the individuals within it
  - identify requirements of tasks and organise planning, job completion and evaluation stages
  - locate, interpret and apply relevant information
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
  - understanding and knowledge of the application of current competencies within functional activity
  - focus of operation of security systems, resources, management and workplace operating systems
  - resource availability including the competencies of individuals in the team / group
  - coaching and mentoring approaches to support team members to share knowledge and skills
  - enterprise business policies and plans including procedures for security provision
  - selection and appropriate application of technology, information systems and procedures

Resource implications

- Enterprise policy, security personnel, facilities and equipment

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EVIDENCE GUIDE (continued)

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Legislative requirements are met in any service provision or design
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations
- Consistently considers when allocating tasks :
  - competency requirements, size of tasks, development opportunities and requirements of organisational policy and operating procedures and makes appropriate adjustments when required
  - enterprise policies including issue resolution and griece procedures
  - cultural differences in the workplace, including modes of behaviour and interactions among staff and others and adapts processes accordingly
- Arranges security procedures to achieve goals and results
- Uses consultative approaches to implement and evaluate security procedures
- Organisational performance is improved through improved access to and utilisation of efficient security measures

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	3

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TDT Q8 98A NEGOTIATE A CONTRACT

Skills and knowledge required to initiate and complete contract arrangements with clients, customers and suppliers

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Negotiate contract	1.1 Requirements of the contract are clearly documented and understood by the relevant parties
	1.2 Areas of ambiguity or concern are clarified and resolved
	1.3 Negotiations are undertaken for the contracting of required services/goods on a 'without prejudice' basis
	1.4 Conditions for service and /or supply of goods/materials are agreed between the parties including the determination of key performance indicators
	1.5 Alternative processes are undertaken where agreement is unable to be reached in accordance with enterprise procedures
	1.6 Negotiations conform to established enterprise requirements and relevant legislation
2. Complete contract negotiations	2.1 Contract documentation is drafted in accordance with relevant legislation, enterprise procedures and negotiated conditions of service and supply
	2.2 Technical support in the drafting of contracts is accessed where required
	2.3 Contract documentation is signed and exchanged between the relevant parties
3. Complete enterprise contract requirements	3.1 Documentation systems are established to ensure traceability of orders and financial transactions
	3.2 Organisational systems that require interaction with customers/clients/suppliers are identified and actioned
	3.3 Quality assurance procedures for supplied goods are initiated
	3.4 Contract and ancillary documentation is completed and stored in accordance with enterprise procedures and, where applicable, regulatory requirements

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in the Warehousing, Storage Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers, clients and suppliers
  - legal representatives
  - relevant authorities
  - management
  - Occupational Health and Safety specialists
  - other professional or technical staff
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and supplier contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - quality assurance procedures (where existing)
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or suppliers handling and storage advice
- Workplace operating procedures and policies
- Supplier and/or client instructions
- Legal and contract documentation
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Applicable State, Territory, Commonwealth legislative framework concerning:
  - Occupational Health & Safety in terms of duties of employers, employees, suppliers and contractors
  - Contracts
  - Hazardous substances and dangerous goods
  - Environment Protection
  - Equal Opportunity, Equal Employment Opportunity and Affirmative Action
- Standards and certification requirements
- License, Patent or copyright arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Contracts may be for singular or continuous supply of goods and/or services
- Document /data interchange may be electronic or paper based
- Clients/Customers/Suppliers may include domestic and international contractors, corporations, individuals and government agencies
- Contract must conform to relevant legislation in regards to issues of probity and fair dealings

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - suggest improvements to supply operations and negotiate changes
  - mediate and resolve issues surrounding supply, maximising positive outcomes for the organisation and the individuals within it
  - complete and formalise contract negotiations
  - identify requirements of tasks and organise planning, job completion and evaluation stages
  - locate, interpret and apply relevant information
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
  - focus of operation of supply arrangements, resources, management and workplace operating systems
  - contract law
  - contract formulation and negotiation
  - enterprise business policies and plans including procedures for maintenance of confidentiality
  - selection and appropriate application of technology, information systems and procedures

Resource implications

- supply requirements, client/customer/supplier information, enterprise contract procedures

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Legislative requirements are met in any service provision or design
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations

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EVIDENCE GUIDE (continued)

- Consistently considers when allocating tasks :
  - competency requirements, size of tasks, development opportunities and requirements of organisational policy and operating procedures and makes appropriate adjustments when required
  - enterprise policies including issue resolution and griece procedures
  - cultural differences in the workplace, including modes of behaviour and interactions among staff and others and adapts processes accordingly
- Arranges work to achieve goals and results
- Uses consultative approaches to implement and evaluate contracts
- Organisational performance is improved through improved access to and utilisation of preferred suppliers and extension of ongoing client base

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	2	2

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TDT R3 98A CONTRACT TRANSPORT AND DISTRIBUTION SERVICES

Skills and knowledge required to initiate and complete contract arrangements with identified contractors

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Negotiate contract with contractor	1.1 Requirements of the contract are clearly documented and understood by the relevant parties
	1.2 Areas of ambiguity or concern are clarified and resolved
	1.3 Negotiations are undertaken with selected contractor for the contracting of required goods/services on a 'without prejudice' basis
	1.4 Conditions for service and/or supply of goods/services are agreed between the enterprise and the contractor including the determination of key performance indicators
	1.5 Alternative contractors are negotiated with if agreement is unable to be reached with preferred contractor
	1.6 Contract negotiations conform to established enterprise requirements and relevant legislation
2. Complete contract negotiations	2.1 Contract documentation is drafted in accordance with relevant legislation, enterprise procedures and negotiated conditions of service and supply
	2.2 Technical support in the drafting of contracts is accessed where required
	2.3 Contract documentation is signed and exchanged between the relevant parties
3. Complete enterprise contract requirements	3.1 Documentation systems are established to ensure traceability of orders and financial transactions
	3.2 Organisational systems that require interaction with contractors are identified and actioned
	3.3 Quality assurance procedures for supplied goods/services are initiated
	3.4 Contract and ancillary documentation is completed and stored in accordance with enterprise procedures and, where applicable, regulatory requirements

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RANGE OF VARIABLES

Workplace context

- Work may be undertaken in various work environments in Transport and Distribution Industries
- Consultative processes may involve:
  - other employees and supervisors
  - customers and contractors
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists
  - other professional or technical staff and maintenance personnel
- The workplace environment may involve twenty four hour operation, single and multi site location, large, medium and small companies
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Customer and contractor contact and co-ordination is a requirement of these operations

Job role context

- Operates under general guidance on progress and outcomes of work
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams

Work activities require the application of:

- Relevant workplace procedures including:
  - enterprise policies and procedures
  - guidelines relating to minimising risks to the environment and occupational health and safety requirements
  - quality assurance procedures (where existing)
  - responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- Relevant agreements, codes of practice and other legislative requirements
- Appropriate workplace language and communication strategies and interpretation of relevant information

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RANGE OF VARIABLES (continued)

Sources of information / documents may include:

- Quality or enterprise work specifications and procedures
- Manufacturer's specifications and/or contractors handling and storage advice
- Workplace operating procedures and policies
- Contractor and/or client instructions
- Materials safety data sheets
- Communications technology equipment, oral, aural or signed communications
- Personal and work area work procedures and practices
- Conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- Applicable State, Territory, Commonwealth legislation and any related regulations concerning:
  - Occupational Health & Safety in terms of duties of employers, employees, contractors and contractors
  - Workplace Relations
  - Workers Compensation
  - Hazardous substances and dangerous goods
  - Environment Protection
  - Equal Opportunity, Equal Employment Opportunity and Affirmative Action
- Standards and certification requirements
- License, Patent or copyright arrangements
- Quality assurance procedures
- Emergency procedures

Unit specific factors

- Contracts may be for singular or continuous supply
- Document /data interchange may be electronic or paper based
- Contractors may include domestic and international contractors, corporations and government agencies
- Contract must conform to relevant legislation in regards to issues of probity and fair dealings

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - suggest improvements to supply operations and negotiate changes
  - mediate and resolve issues surrounding supply, maximising positive outcomes for the organisation and the individuals within it
  - apply techniques to encourage appropriate participation of team / group members and external organisations or individuals with relevant expertise
  - identify requirements of tasks and organise planning, job completion and evaluation stages
  - locate, interpret and apply relevant information
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills may include

- Display of the following knowledge and skills in terms of job role or function:
  - understanding and knowledge of the application of current competencies within functional activity
  - focus of operation of supply arrangements, resources, management and workplace operating systems
  - contract formulation and negotiation
  - enterprise business policies and plans including procedures for maintenance of confidentiality
  - selection and appropriate application of technology, information systems and procedures

Resource implications

- supply requirements, contractor information, enterprise contract procedures

Consistency in performance may include

- Establishes effective working relationships with colleagues
- Legislative requirements are met in any service provision or design
- Modifies activities to cater for variations in workplace contexts and environment
- Demonstrates consistency of performance over time and in a range of contexts
- Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health (welfare) and safety considerations

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EVIDENCE GUIDE (continued)

- Consistently considers when allocating tasks :
  - competency requirements, size of tasks, development opportunities and requirements of organisational policy and operating procedures and makes appropriate adjustments when required
  - enterprise policies including issue resolution and grievance procedures
  - cultural differences in the workplace, including modes of behaviour and interactions among staff and others and adapts processes accordingly
- Arranges work to achieve goals and results
- Uses consultative approaches to implement and evaluate contract arrangements

Context for assessment

- Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

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ICTTC202A USE SPECIFIC ENTERPRISE SYSTEMS TO SATISFY CUSTOMER REQUIREMENTS

This unit establishes competency relating to the application and use of the various enterprise business systems developed to maintain up to date customer information.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC202A.1 Locate and interpret information on most commonly used system screens	1.1	Enterprise business systems are accessed using correct keying strategies.
	1.2	Customer requests are analysed to determine what data needs to be accessed.
	1.3	Possible sources of information are identified,
	1.4	Screens appropriate to the business to be transacted are located in a timely manner.
	1.5	Standard system procedures are applied to satisfy customer requirements.
	1.6	Appropriate codes are used to locate information.
	1.7	Information from other sources is accessed as necessary.
	1.8	Information, accessed from business systems and other sources, is analysed to meet customer requirements.
ICTTC202A.2 Update and maintain information related to customer transaction on commonly used system screens	2.1	Appropriate screen is accessed to initiate a transaction.
	2.2	All relevant data required to complete a transaction, is entered.
	2.3	Appropriate codes are used to complete a transaction.
	2.4	Information and commands are input correctly
	2.5	Transactions are checked for accuracy/errors before release
ICTTC202A.3 Seek support for system problems/issues identified during transaction.	3.1	Appropriate sources of help, for problems/issues, are identified.
	3.2	The identified source/s of help are accessed to resolve problems/issues.

Key Competency Levels

Information	Communication	Planning	Teams	Problem Solving	Mathematics	Technology
1	1	1	1	1	1	2

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RANGE OF VARIABLES

A **Call Centre** is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet service purposes.

Call centres exist across a range of industries and industry sectors. Examples include**:**

- Telecommunications companies–product sales and marketing, customer service and account inquiries, directory services, call assistance.
- Computer software and hardware companies–product sales and information, product and customer support.
- Banking sector–marketing services, customer funds transfer, loan applications, customer service.
- Insurance companies–customer service, product sales, new policy applications, renewals.
- Retailers and suppliers–marketing services and product, after sales support, dealer care, product sales and delivery.
- Travel industry–reservations, information, customer support, loyalty programs.
- Market research companies.
- Charity organisations–financial support and product sales.
- Mercantile agencies.
- Credit reporting bureaus.
- Government organisations–government service inquiries, government benefit issues.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates
- enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering:
  - quality management
  - corporate conduct/ethics
  - people
  - health and safety
  - equal employment opportunity
  - escalated service difficulties
  - customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- requirements of the environment of the specific operational organisation unit as specified in:
  - business rules
  - accountabilities
  - stress management guidelines
  - ergonomic guidelines
  - authorising delegations
  - service memoranda of understanding/service delivery agreements
  - performance measures
  - targets
- agreed service delivery scope and charter

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RANGE OF VARIABLES (continued)

- the defined environment of the relationship, including:
  - stakeholders
  - business context
  - technology
  - level of complexity of customers and products

A **customer** is a user, purchaser, or beneficiary of a service, product, or process and may be internal or external to the organisation and may include colleagues.

Information may include both specific details requested by a customer or others, and details required from core business systems or other sources in order to complete a transaction or process.

A **transaction** is a sequence of interactions in enterprise business systems performed by the staff member in satisfying the customer's needs.

Other sources of information include previous experience, reference materials, colleagues

Enter or modify data includes entering information for storage, transactions to modify existing records and defined order types for the provision of products and services.

Core business systems help sources include system helpdesks, system operation units, reference materials, colleagues, supervisor, coaches.

Business Systems are unique to the enterprise and may even vary within business units within an enterprise

Relevant legislation, codes, regulations and standards include:

- Privacy Act
- Telecommunications Act
- Occupational Health and Safety legislation
- Industrial Awards and agreements
- Freedom of information
- Environment

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EVIDENCE GUIDE

Assessment Location

A call centre or simulated call centre environment.

Assessment Resources

Telecommunications equipment to enable the performance criteria to be met.

Evidence of Competency

Candidates will provide evidence of their performance and their underpinning skills and knowledge.

- Evidence of competency is best obtained by observing activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.
- Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.
- Skills and knowledge evidence may be completion of training courses or on-the-job learning.

Details of Skills and Knowledge listed for this unit are specified in the "Telecommunication Training Package–Skills and Knowledge" booklet by the code indicated.

Performance

- Application of enterprise systems relevant to satisfactory delivery of customer service.
- Use of various screens within business systems.
- Efficient and effective navigation of appropriate screens to access required information.
- Use of standard operating procedures as described in enterprise system manuals.
- Accurate use of codes used to locate data.
- Accurate entering of data onto the system.
- Checks to ensure data is captured in accordance with laid down procedures.
- Help files are accessed when required.

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EVIDENCE GUIDE (continued)

Skills and Knowledge

No.	Item
SC001	Oral and Written Communication 2
SC009	Computer Keyboard Usage
SC010	Computer Literacy
KC027	Problem Solving Processes
KC050	Enterprise Policies, Procedures and Guidelines
KC051	Enterprise Culture and Values
KC052	Enterprise Business Goals and Standards
KC063	Enterprise Business System(s) and Operating Platforms
KC066	Operational Environment: Customer Base, Company Products and Services
KC069	Operational Systems and Technology
KC110	Stress Management Awareness
KC111	Workplace Ergonomics
KC112	Overview of Call Centre Operations

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ICTTC203A NAVIGATE AND INTERROGATE SPECIFIC ENTERPRISE SYSTEMS TO SATISFY CUSTOMER REQUIREMENTS

This unit establishes competency relating to the application and use of the various enterprise business systems developed to maintain up to date customer information.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC203A.1 Access a range of enterprise business systems.	1.1	Core business systems are accessed using correct keying strategies.
	1.2	Screens are navigated to locate displays and information.
	1.3	Interfaces between core business systems are navigated.
ICTTC203A.2 Determine and locate information to satisfy customer requirements using multiple screens and more than one enterprise system.	2.1	Customer inquiries are analysed to determine what data needs to be accessed.
	2.2	Screens and systems necessary for the provision of information are identified.
	2.3	Systems are accessed and interrogated to provide information necessary to complete customer transaction/inquiry.
	2.4	Direct pathways are used to locate appropriate screens while discussions with customers continue.
	2.5	Information from other sources is accessed as necessary.
	2.6	Customer history is determined through navigation of relevant system screens.
	2.7	Information, accessed from business systems and other sources, is analysed to meet customer requirements.
ICTTC203A.3 Enter or modify data to provide complex or advanced customer needs.	3.1	Appropriate screen(s) or system(s) are accessed to initiate a transaction.
	3.2	All relevant data required to complete a transaction, is entered.
	3.3	Appropriate codes are used to complete a transaction.
	3.4	Transactions are checked for accuracy/errors before release.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC203A.4 Identify and rectify system information and processing errors.	4.1	Errors are identified and interpreted.
	4.2	Impact of errors on other system data or on other systems is analysed.
	4.3	Impacts of errors on both customers and the enterprise are determined.
	4.4	Decision as to action necessary to rectify problem is taken after consultation with colleagues/management as dictated by enterprise policy.
	4.5	Errors are rectified and accuracy of amendment is verified before completing transaction.
	4.6	Customers are informed of error and action taken where necessary.
	4.7	System problems are identified and brought to attention in accordance with enterprise policy.
	4.8	Cause and effect studies are undertaken and report prepared including recommendations for procedural change as necessary.

Key Competency Levels

Information	Communication	Planning	Teams	Problem Solving	Mathematics	Technology
2	2	2	2	2	1	2

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RANGE OF VARIABLES

A **Call Centre** is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet service purposes.

Call centres exist across a range of industries and industry sectors. Examples include**:**

- Telecommunications companies–product sales and marketing, customer service and account inquiries, directory services, call assistance.
- Computer software and hardware companies–product sales and information, product and customer support.
- Banking sector–marketing services, customer funds transfer, loan applications, customer service.
- Insurance companies–customer service, product sales, new policy applications, renewals.
- Retailers and suppliers–marketing services and product, after sales support, dealer care, product sales and delivery.
- Travel industry–reservations, information, customer support, loyalty programs.
- Market research companies.
- Charity organisations–financial support and product sales.
- Mercantile agencies.
- Credit reporting bureaus.
- Government organisations–government service inquiries, government benefit issues.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates
- enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering: quality management, corporate conduct/ethics, people, health and safety, equal employment opportunity, escalated service difficulties, customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- requirements of the environment of the specific operational organisation unit as specified in business rules, accountabilities, stress management guidelines, ergonomic guidelines, authorising delegations, service memoranda of understanding/service delivery agreements, performance measures and targets
- agreed service delivery scope and charter
- the defined environment of the relationship, including stakeholders, business context, technology and level of complexity of customers and products

A **customer** is a user, purchaser, or beneficiary of a service, product, or process and may be internal or external to the organisation and may include colleagues.

Information may include both specific details requested by a customer or others, and details required from business systems or other sources in order to complete a transaction or process.

A **transaction** is a sequence of interactions in core business systems performed by the staff member in satisfying the customer's needs.

Other **sources of information** include previous experience, reference materials, colleagues.

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RANGE OF VARIABLES (continued)

Enter or modify data includes entering information for storage, transactions to modify existing records and defined order types for the provision of products and services.

System Interfaces are the initial access screens for the business system.

Business Systems are unique to the enterprise and may even vary within business units within an enterprise.

Relevant legislation, codes, regulations and standards include:

- Privacy Act
- Telecommunications Act
- Occupational Health and Safety legislation
- Industrial Awards and agreements
- Freedom of information

EVIDENCE GUIDE

Assessment Location

A call centre or simulated call centre environment.

Assessment Resources

Telecommunications equipment to enable the performance criteria to be met.

Evidence of Competency

Candidates will provide evidence of their performance and their underpinning skills and knowledge.

- Evidence of competency is best obtained by observing activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.
- Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.
- Skills and knowledge evidence may be completion of training courses or on-the-job learning.

Details of Skills and Knowledge listed for this unit are specified in the "Telecommunication Training Package–Skills and Knowledge" booklet by the code indicated.

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EVIDENCE GUIDE (continued)

Performance

- Application of business systems relevant to satisfactory delivery of customer service.
- Use of interfaces between business systems where required.
- Efficient and effective navigation of the systems to access required information.
- Use of standard operating procedures as described in enterprise system manuals.
- Accurate use of codes used to locate data.
- Accurate entering of data onto the system.
- Checks to ensure data is captured in accordance with laid down procedures.
- Identification and rectification of system errors.
- Analysis of errors and full and complete reporting of action to be taken including recommendations for procedural change where necessary.
- Satisfactory dealings with customers in explaining the errors and the action taken to rectify.

Skills and Knowledge

No.	Item
SC002	Basic Oral and Written Communication Skills
SC009	Computer Keyboard Usage
SC010	Computer Literacy
SC018	Negotiation Skills
KC027	Problem Solving Processes
SC043	Analytical Thinking
KC050	Enterprise Policies, Procedures and Guidelines
KC051	Enterprise Culture and Values
KC052	Enterprise Business Goals and Standards
KC063	Enterprise Business System(s) and Operating Platforms
KC066	Operational Environment: Customer Base, Company Products and Services
KC069	Operational Systems and Technology
KC110	Stress Management Awareness
KC111	Workplace Ergonomics
KC112	Overview of Call Centre Operations

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ICTTC210A PROCESS SALES OF LIMITED PRODUCT/SERVICE FROM INCOMING INQUIRIES

This unit applies to processing of sales inquiries from customers for limited/basic product/service.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC210A.1 Identify customer needs.	1.1	Customer's needs are clearly established.
	1.2	Customer records are accessed in the case of an existing client.
	1.3	Product/service matching customer needs is identified, presented to the customer.
	1.4	Customers are fully informed as to product/service price.
	1.5	Customer inquiry is referred to appropriate person/area in accordance with enterprise policy where customer need cannot be satisfied.
	1.6	Sales principles are followed as per enterprise policy.
	1.7	Customer objections are managed effectively as required.
ICTTC210A.2 Close sales.	2.1	Product/service to be purchased is agreed with the customer.
	2.2	Payment options are discussed and agreed with customer.
	2.3	Customers are advised as to payment methodology and address for payment where necessary.
	2.4	Credit card details are recorded and verified with customer where appropriate.
	2.5	Credit checks are arranged where enterprise policy requires.
	2.6	Delivery/installation arrangements are discussed and agreed with the customer and actioned.
	2.7	Privacy requirements are fully applied during the transaction.
	2.8	Opportunities for further sales are identified and brought to notice in accordance with enterprise policy.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
ICTTC210A.3 Input sales records.	3.1 Details relating to sale are fully recorded on enterprise systems. 3.2 Existing customer records are amended where appropriate. 3.3 Invoices are raised where required. 3.4 Delivery/installation details are recorded in accordance with enterprise policy. 3.5 Performance against agreed targets is assessed and analysed for future improvement. 3.6 Work is undertaken in manner which is safe to self and to fellow workers.

Key Competency Levels

Information	Communication	Planning	Teams	Problem Solving	Mathematics	Technology
1	1	1	1	1	1	1

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RANGE OF VARIABLES

A **Call Centre** is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet service purposes.

Call centres exist across a range of industries and industry sectors. Examples include**:**

- Telecommunications companies–product sales and marketing, customer service and account inquiries, directory services, call assistance.
- Computer software and hardware companies–product sales and information, product and customer support.
- Banking sector–marketing services, customer funds.
- Insurance companies–customer service, product sales, new policy applications, renewals.
- Retailers and suppliers–marketing services and product, after sales support, dealer care, product sales and delivery.
- Travel industry–reservations, information, customer support, loyalty programs.
- Market research companies.
- Charity organisations–financial support and product sales.
- Mercantile agencies.
- Credit reporting bureaus.
- Government organisations–government service inquiries, government benefit issues.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates
- enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering:
  - quality management
  - corporate conduct/ethics
  - people
  - health and safety
  - equal employment opportunity
  - escalated service difficulties
  - customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- requirements of the environment of the specific operational organisation unit as specified in:
  - business rules
  - accountabilities
  - stress management guidelines
  - ergonomic guidelines
  - authorising delegations
  - service memoranda of understanding/service delivery agreements
  - performance measures
  - targets
- agreed service delivery scope and charter
- the defined environment of the relationship, including:
  - stakeholders
  - business context
  - technology
  - level of complexity of customers and products

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RANGE OF VARIABLES (continued)

Sales may relate to product/service purchase/provision, upgrade of existing product/service, amendments to previous sale arrangements.

Customer records are normally maintained in a computerised system specific to the enterprise but may take the form of paper/card related systems.

Referral procedures will vary from enterprise to enterprise.

Payment arrangements may be credit card, cheque, money order, cash, payment on delivery, direct debit.

Credit Card details may be card type, card holder details, card number, expiry date.

Credit checks may be automated or undertaken by sales person or by specialist staff within the enterprise.

Delivery/installation arrangements may include delivery address, time of delivery, arrangements for when householder not in attendance, payment on delivery details.

Quality and continuous improvement is defined by the enterprise and can apply to variation, customer service, standards, service delivery, performance, process, productivity, financial, goal setting, resource management.

Privacy details cover name and address of purchaser, credit card details and item purchased.

Privacy is covered by the privacy act and relevant enterprise policy.

Invoices are enterprise specific and normally electronically generated in response to appropriate commands entered into the system.

Relevant legislation, codes, regulations and standards include**:**

- Privacy Act
- EEO and Anti Discrimination Legislation
- Telecommunications Act
- Occupational Health and Safety Legislation
- Freedom of Information
- Environment
- Consumer Protection
- Credit

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EVIDENCE GUIDE

Assessment Location

A call centre or simulated call centre environment.

Assessment Resources

Telecommunications computer equipment to enable the performance criteria to be met.

Evidence of Competency

Candidates will provide evidence of their performance and underpinning skills and knowledge.

- Evidence of competency is best obtained by observing activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.
- Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.
- Skills and knowledge evidence may be completion of training courses or on-the-job learning.

Details of Skills and Knowledge listed for this unit are specified in the "Telecommunication Training Package - Skills and Knowledge" booklet by the code indicated.

Performance

- Clear and precise understanding of customer needs.
- Matching of product/service to customer need.
- Prices relating to product/service offered are clearly explained and understood by the customer.
- Application of appropriate credit check.
- Arrangement of customer payment.
- Agreement with customer as to payment and delivery arrangements.
- Identification and notification of further sales opportunities as they are presented.
- Accurate recording of sales, payment and delivery arrangements.
- Projection of a professional image in representing the company.
- Demonstration of all related occupational health and safety requirements and work practices.
- Contributes in a positive manner to the overall improvement of team performance.
- Applies principles of quality and continuous improvement in all operational activities.

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EVIDENCE GUIDE (continued)

Skills and Knowledge

No.	Item
SC001	Basic Oral and Written Communication Skills
SC004	Basic Customer Service Skills
SC016	Listening Skills
SC017	Interpersonal Skills
SC029	Selling Skills
KC030	Sales Principles
SC040	Teamwork
KC050	Enterprise Policies, Procedures and Guidelines
KC052	Enterprise Mission, Business Goals and Standards
KC053	Specific Work Role and Relationships
KC056	Enterprise Organisational Structure
KC064	Enterprise Protocols Associated With Customer Service
KC066	Operational Environment: Customer Base, Company Products and Services
KC068	Operational Systems
KC102	Quality and Continuous Improvement Processes
KC108	Occupational Health and Safety Standards

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ICTTC211A PROCESS SALES OF COMPLEX PRODUCT/SERVICE AND WHERE CUSTOMER IS UNSURE OF AVAILABLE SOLUTIONS

This unit applies to processing of sales inquiries from customers for complex product/service range, where options available are many and/or the customer is unsure of available solutions to match need.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
ICTTC211A.1 Identify customer needs	1.1 Customers are questioned in detail as to requirements. 1.2 Actual customer needs are verified and agreed with the customer. 1.3 Customer records are accessed in the case of an existing client. 1.4 Available product/service options are identified and presented to the customer. 1.5 Benefits of the various options are fully explained. 1.6 Objections are managed effectively using product/ service benefits. 1.7 Product/service pricing structures are fully explained to the customer. 1.8 Customers are given full opportunity to question options/prices offered. 1.9 Need for an on site visit by salesman/consultant is determined at an appropriate point in the inquiry. 1.10 Appointment for an on site visit is agreed with the customer where required. 1.11 Customer inquiry is referred to appropriate person/area in accordance with enterprise policy where customer need cannot be satisfied. 1.12 Sales principles are followed in accordance with enterprise policy.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC211A.2 Close sales	2.1	Product/service to be purchased is agreed with the customer.
	2.2	Payment options are discussed and agreed with customer.
	2.3	Customers are advised as to payment methodology and address for payment where necessary.
	2.4	Credit card details are recorded and verified with customer where appropriate.
	2.5	Credit checks are arranged where enterprise policy requires.
	2.6	Delivery/installation arrangements are discussed and agreed with the customer and actioned.
	2.7	Privacy requirements are fully applied during the transaction.
	2.8	Opportunities for further sales are identified and brought to notice in accordance with enterprise policy.
ICTTC211A.3 Input sales records.	3.1	Details relating to sale are fully recorded on enterprise systems.
	3.2	Existing customer records are amended where appropriate.
	3.3	Invoices are raised where required.
	3.4	Delivery/installation details are organised in accordance with enterprise policy.
	3.5	Performance against agreed targets is assessed and analysed for future improvement.
	3.6	Work is undertaken in manner which is safe to self and to fellow workers.

Key Competency Levels

Information	Communication	Planning	Teams	Problem Solving	Mathematics	Technology
2	2	2	2	2	2	2

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RANGE OF VARIABLES

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Call centres exist across a range of industries and industry sectors. Examples include**:**

- Telecommunications companies–product sales and marketing, customer service and account inquiries, directory services, call assistance.
- Computer software and hardware companies–product sales and information, product and customer support.
- Banking sector–marketing services, customer funds transfer, loan applications, customer service.
- Insurance companies–customer service, product sales, new policy applications, renewals.
- Retailers and suppliers–marketing services and product, after sales support, dealer care, product sales and delivery.
- Travel industry–reservations, information, customer support, loyalty programs.
- Market research companies.
- Charity organisations–financial support and product sales.
- Mercantile agencies.
- Credit reporting bureaus.
- Government organisations–government service inquiries, government benefit issues.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates
  - enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering:
  - quality management
  - corporate conduct/ethics
  - people
  - health and safety
  - equal employment opportunity
  - escalated service difficulties
  - customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- requirements of the environment of the specific operational organisation unit as specified in:
  - business rules
  - accountabilities
  - stress management guidelines
  - ergonomic guidelines
  - authorising delegations
  - service memoranda of understanding/service delivery agreements
  - performance measures
  - targets
- agreed service delivery scope and charter

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RANGE OF VARIABLES (continued)

- the defined environment of the relationship, including:
  - stakeholders
  - business context
  - technology
  - level of complexity of customers and products

Sales may relate to product/service purchase/provision, variation to existing product/service, upgrade of current product/service, amendments to previous sale arrangements.

Customer records are normally maintained in a computerised system specific to the enterprise but may take the form of paper/card related systems.

Product/service options may relate to different products/service which will meet the customer's needs, product model, pricing differentials, product/service types.

Referral procedures will vary from enterprise to enterprise.

Payment arrangements may be credit card, cheque, money order, cash, payment on delivery, direct debit.

Credit Card details may be card type, card holder details, card number, Performance Indicatory date.

Credit checks may be automated or undertaken by sales person or by specialist staff within the enterprise.

Delivery/installation arrangements may include delivery address, time of delivery, arrangements for when householder not in attendance, payment on delivery details.

Quality and continuous improvement is defined by the enterprise and can apply to variation, customer service, standards, service delivery, performance, process, productivity, financial, goal setting, resource management.

Privacy details cover name and address of purchaser, credit card details and item purchased.

Privacy is covered by the privacy act and relevant enterprise policy.

Invoices are enterprise specific and normally electronically generated in response to appropriate commands entered into the system.

Customer satisfaction is measured through formal surveys or informally through available indicators such as complaint levels and direct feedback.

Relevant legislation, codes, regulations and standards include:

- Privacy Act
- EEO and Anti Discrimination Legislation
- Telecommunications Act
- Occupational Health and Safety Legislation
- Freedom of Information
- Environment
- Consumer Protection
- Credit

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EVIDENCE GUIDE

Assessment Location

A call centre or simulated call centre environment.

Assessment Resources

Telecommunications equipment to enable the performance criteria to be met.

Evidence of Competency

Candidates will provide evidence of their performance and their underpinning skills and knowledge.

- Evidence of competency is best obtained by observing activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.
- Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.
- Skills and knowledge evidence may be completion of training courses or on-the-job learning.

Details of Skills and Knowledge listed for this unit are specified in the 'Telecommunication Training Package–Skills and Knowledge' booklet by the code indicated.

Performance

- Identification and verification of customer needs.
- Matching of product/service to customer need and full presentation of available options.
- Benefits of products/service are fully explained to the customer.
- Pricing structures relating to product/service offered are clearly explained and understood by the customer.
- Timely organisation of either on site visit or referral to appropriate enterprise person.
- Achievement of sales targets.
- Application of appropriate credit check.
- Arrangement of customer payment.
- Agreement with customer as to payment and delivery arrangements.
- Identification and notification of further sales opportunities as they are presented.
- Accurate recording of sales, payment and delivery arrangements.
- Achievement of customer satisfaction.
- Projection of a professional image in representing the company.
- Demonstration of all related occupational health and safety requirements and work practices.
- Contributes in a positive manner to the overall improvement of team performance.
- Applies principles of quality and continuous improvement in all operational activities.

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Skills and Knowledge

No.	Item
SC002	Oral and Written Communication Skills
SC005	Customer Service Skills
SC016	Listening Skills
SC017	Interpersonal Skills
SC018	Negotiation Skills
SC021	Initiative Skills
SC022	Influencing
SC028	Problem Solving Skills
SC029	Selling Skills
KC030	Sales Principles
SC033	Financial Skills
SC040	Teamwork
SC042	Conflict Resolution
KC044	Identification of Signals by the Customer
KC050	Enterprise Policies, Procedures and Guidelines
KC052	Enterprise Mission, Business Goals and Standards
KC053	Specific Work Role and Relationships
KC056	Enterprise Organisational Structure
KC064	Enterprise Protocols Associated with Customer Service
KC066	Operational Environment: Customer Base, Company Products and Services
KC068	Operational Systems
KC102	Quality and Continuous Improvement Processes
KC108	Occupational Health and Safety Standards

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ICTTC212A PROCESS SALES WHICH COMMIT BOTH CUSTOMER AND ENTERPRISE TO CONSIDERABLE FINANCIAL COMMITMENT

This unit applies to processing of sales inquiries from customers with a large range of variables available to meet customer need and that commit both the enterprise and the customer to considerable financial outlay.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC212A.1 Identify customer needs.	1.1	Customers are questioned in detail as to requirements.
	1.2	Actual customer needs are verified and agreed with the customer.
	1.3	Customer records are accessed in the case of an existing client.
	1.4	Technical/specialist advice is offered to the customers where such advice is considered beneficial to the closing of the sale and customer understanding and decision making.
	1.5	Customer's financial limitations are ascertained.
	1.6	Estimates/quotes are fully discussed with specialist staff prior to submission to customer.
	1.7	Estimates/quotes are prepared and presented and discussed with the customer.
	1.8	Benefits of the various options are fully explained.
	1.9	Product/service pricing structures are fully explained to the customer.
	1.10	Customers are given full opportunity to question options/quotes provided.
	1.11	Advantages of dealing with particular enterprise are promoted.
	1.12	Customer objections are managed effectively through the promotion of customer specific benefits.
ICTTC212A.2 Close sales	2.1	Product/service to be purchased is agreed with the customer.
	2.2	Customer's decision as to purchase arrangements is clearly established.
	2.3	Documentation relating to sale is finalised and forwarded to customer for agreement and appropriate signature.
	2.4	Method of payment is successfully negotiated and arranged with the customer.
	2.5	Appropriate credit checks are initiated and results discussed with customer.
	2.6	Delivery/installation arrangements are discussed and agreed with the customer and recorded.
	2.7	Privacy requirements are fully applied during the transaction.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
ICTTC212A.3 Input sales records.	3.1	Details relating to sale are fully recorded on enterprise systems.
	3.2	Existing customer records are amended where appropriate.
	3.3	Invoices/payment arrangements are initiated in accordance with enterprise policy.
	3.4	Delivery/installation details are organised in accordance with enterprise policy.
	3.5	Performance against agreed targets is assessed and analysed for future improvement.
	3.6	Work is undertaken in a manner which is safe to self and to fellow workers.
ICTTC212A.4 Provide sales support where required.	4.1	Verification of customer satisfaction is sought after delivery/installation.
	4.2	All available data as to any sales problem and action taken to date is established.
	4.3	Customer is further questioned where necessary.
	4.4	Options to satisfy customer need are identified and presented.
	4.5	Action to initiate resolution of problem is enacted in an efficient and timely manner.

Key Competency Levels

Information	Communication	Planning	Teams	Problem Solving	Mathematics	Technology
3	3	2	2	2	2	2

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RANGE OF VARIABLES

A **Call Centre** is an organisational unit that acts as a focal point for communication between organisations and customers using live voice telephony and/or information technology to meet service purposes.

Call centres exist across a range of industries and industry sectors. Examples include**:**

- Telecommunications companies–product sales and marketing, customer service and account inquiries, directory services, call assistance.
- Computer software and hardware companies–product sales and information, product and customer support.
- Banking sector–marketing services, customer funds transfer, loan applications, customer service.
- Insurance companies–customer service, product sales, new policy applications, renewals.
- Retailers and suppliers–marketing services and product, after sales support, dealer care, product sales and delivery.
- Travel industry–reservations, information, customer support, loyalty programs.
- Market research companies.
- Charity organisations–financial support and product sales.
- Mercantile agencies.
- Credit reporting bureaus.
- Government organisations–government service inquiries, government benefit issues.

The operational environment of a call centre operator will vary significantly from enterprise to enterprise and will be influenced by:

- regulatory environment in which the enterprise and/or industry operates
- enterprise policies, procedures, business practices and guidelines, including, but not limited to, those covering:
  - quality management
  - corporate conduct/ethics
  - people
  - health and safety
  - equal employment opportunity
  - escalated service difficulties
  - customer complaints
- procedures and standards specified by process owners, customers, or suppliers
- requirements of the environment of the specific operational organisation unit as specified in:
  - business rules
  - accountabilities
  - stress management guidelines
  - ergonomic guidelines
  - authorising delegations
  - service memoranda of understanding/service delivery agreements
  - performance measures
  - targets
- agreed service delivery scope and charter

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RANGE OF VARIABLES (continued)

- the defined environment of the relationship, including:
  - stakeholders
  - business context
  - technology
  - level of complexity of customers and products

Sales may relate to product/service purchase/provision, variation to existing product/service, upgrade of current product/service, amendments to previous sale arrangements.

Customer records are normally maintained in a computerised system specific to the enterprise but may take the form of paper/card related systems.

Product/service options may relate to different products/service which will meet the customer's needs, product model, pricing differentials, product/service types.

Technical/specialist advice would normally be provided by product/service specialist engineer/provisioning/marketing staff.

Estimates/quotes may be prepared alone or in conjunction with specialist staff.

Payment arrangements may be credit card, cheque, money order, cash, payment on delivery, direct debit.

Credit Card details may be card type, card holder details, card number, Performance Indicatory date.

Credit checks may be automated or undertaken by sales person or by specialist staff within the enterprise.

Delivery/installation arrangements may include delivery address, time of delivery, arrangements for when householder not in attendance, payment on delivery details.

Quality and continuous improvement is defined by the enterprise and can apply to variation, customer service, standards, service delivery, performance, process, productivity, financial, goal setting, resource management.

Privacy details cover name and address of purchaser, credit card details and item purchased.

Privacy is covered by the privacy act and relevant enterprise policy.

Invoices are enterprise specific and normally electronically generated in response to appropriate commands entered into the system.

Relevant legislation, codes, regulations and standards include**:**

- Privacy Act
- EEO and Anti Discrimination Legislation
- Telecommunications Act
- Occupational Health and Safety Legislation
- Freedom of Information
- Environment

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EVIDENCE GUIDE

Assessment Location

A call centre or simulated call centre environment.

Assessment Resources

Telecommunications equipment to enable the performance criteria to be met.

Evidence of Competency

Candidates will provide evidence of their performance and their underpinning skills and knowledge.

- Evidence of competency is best obtained by observing activities in an operational environment under normal working conditions. If this is not practicable, observations in a realistic simulated environment may be substituted.
- Specific requirements for competency against a particular context, as defined in the range of variables, may vary between enterprises and for the particular learning strategy adopted.
- Skills and knowledge evidence may be completion of training courses or on-the-job learning.

Details of Skills and Knowledge listed for this unit are specified in the 'Telecommunication Training Package–Skills and Knowledge' booklet by the code indicated.

Performance

- Identification and verification of customer needs.
- Obtaining of specialist advice to the advantage of enterprise in meeting customer needs.
- Matching of product/service to customer need and full presentation of available options.
- Accurate provision of estimates/quotes.
- Benefits of products/service are fully explained to the customer.
- Promotion of enterprise in dealings with the customer.
- Pricing structures relating to product/service offered are clearly explained and understood by the customer.
- Negotiation of payment and financing arrangements with the customer.
- Achievement of sales targets.
- Agreement with customer as to payment and delivery arrangements.
- Identification and notification of further sales opportunities as they are presented.
- Accurate recording of sales, payment and delivery arrangements.
- Achievement of customer satisfaction.
- Provision of specialist sales support to sales staff.
- Projection of a professional image in representing the company.
- Demonstration of all related occupational health and safety requirements and work practices.
- Contributes in a positive manner to the overall improvement of team performance.
- Applies principles of quality and continuous improvement in all operational activities.

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EVIDENCE GUIDE (continued)

Skills and Knowledge

No.	Item
SC003	Advanced Oral and Written Communication Skills
SC006	Advanced Customer Service Skills
SC016	Listening Skills
SC017	Interpersonal Skills
SC018	Negotiation Skills
SC021	Initiative Skills
SC022	Influencing
SC023	Tenacity
SC028	Problem Solving Skills
SC029	Selling Skills
KC030	Sales Principles
KC031	Marketing Principles and Practice
SC039	Networking Skills
SC040	Teamwork
SC042	Conflict Resolution
KC043	Analytical Thinking
KC044	Identification of Signals by the Customer
KC049	Estimate/Quoting Procedures
KC050	Enterprise Policies, Procedures and Guidelines
KC052	Enterprise Mission, Business Goals and Standards
KC053	Specific Work Role and Relationships
KC056	Enterprise Organisational Structure
KC064	Enterprise Protocols Associated with Customer Service
KC066	Operational Environment: Customer Base, Company Products and Services
KC067	Operational Environment: Pricing Policies
KC068	Operational Systems
KC102	Quality and Continuous Improvement Processes
KC108	Occupational Health and Safety Standards

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BSZ401A PLAN ASSESSMENT

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

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ401A.1 Establish evidence required for a specific context	1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context 1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required 1.3 Specified evidence requirements: - assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current 1.4 Sufficient evidence is specified to show consistent achievement of the specified standards 1.5 The cost of gathering the required evidence is established
BSZ401A.2 Establish suitable assessment method(s)	2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required 2.2 Opportunities to consolidate evidence gathering activities are identified 2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed
BSZ401A.3 Develop assessment tools appropriate to a specific assessment context	3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context 3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context 3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed 3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ401A.4 Trial assessment procedure	4.1 Assessment methods and tools are trialed with an appropriate sample of people to be assessed 4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration 4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial 4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry through the endorsed component of Training Packages Assessment Guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:

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

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RANGE OF VARIABLES (continued)

Specific assessment context may be determined by:

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

Characteristics of persons being assessed may include:

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

Appropriate Personnel many include:

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

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RANGE OF VARIABLES (continued)

Appropriate procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above**.**
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed.

Assessment methods may include:

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

Assessment tools may include:

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

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

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RANGE OF VARIABLES (continued)

Assessment environment and resources to be considered include:

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

Allowable adjustments may include:

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

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

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

Assessment requires evidence of the following processes to be provided:

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

Interdependent assessment of units

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

Required knowledge and skills

- Knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
- Skills in the application of various assessment methods, relevant to workplace context

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EVIDENCE GUIDE (continued)

- Planning of own work including predicting consequences and identifying improvements
  - Language, literacy and numeracy skills required to:
    * read and interpret relevant information to plan assessment
    * give clear and precise information / instructions in spoken or written form
    * adjust spoken and written language to suit target audience
    * write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
    * prepare required documentation using clear and comprehensible language and layout
    * calculate and estimate costs
  - Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications

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

Consistency in performance

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

Context for assessment

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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**3**	**3**	**3**	**2**	**2**

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BSZ402A CONDUCT ASSESSMENT

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

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ402A.1 Identify and explain the context of assessment	1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed
	1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed
	1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed
	1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed
	1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure
	1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
BSZ402A.2 Plan evidence gathering opportunities	2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency.
	2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified
	2.2 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
BSZ402A.3 Organise assessment	3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment
	3.2 Appropriate personnel are informed of the assessment
	3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ402A.4 Gather evidence	4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable 4.4 The evidence gathered is documented in accordance with the assessment procedure
BSZ402A.5 Make the assessment decision	5.1 The evidence is evaluated in terms of: - validity - authenticity - sufficiency - currency - consistent achievement of the specified standard 5.2 The evidence is evaluated according to the dimensions of competency: - task skills - task management skills - contingency management skills - job/role environment skill - transfer and application of knowledge and skills to new contexts 5.3 Guidance is sought, when in doubt, from a more experienced assessor(s) 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure
BSZ402A.6 Record assessment results	6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements 6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ402A.7 Provide feedback to persons being assessed	7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed 7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed 7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
BSZ402A.8 Report on the conduct of the assessment	8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure 8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure 8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

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RANGE OF VARIABLES

Assessment system may be developed by:

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

The assessment system should specify the following:

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

Specific assessment context may be determined by:

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

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RANGE OF VARIABLES (continued)

Characteristics of persons being assessed may include:

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

Appropriate personnel may include:

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

Assessment procedure may include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

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RANGE OF VARIABLES (continued)

Assessment methods may include:

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

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

Assessment tools may include:

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

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

Allowable adjustments may include:

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

Assessment environment and resources to be considered may include:

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

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RANGE OF VARIABLES (continued)

Recording procedures may include:

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

Assessment reporting:

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

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

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

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

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard

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EVIDENCE GUIDE (continued)

- How the assessment was conducted to ensure that :
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Interdependent assessment of units

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

Required skills and knowledge

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

Resource implications:

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

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EVIDENCE GUIDE (continued)

Consistency of performance:

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

Assessment context:

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

Key Competencies

Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	**2**	**2**	**2**	**2**	**3**

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BSZ403A REVIEW ASSESSMENT

This unit covers requirements to review assessment procedures in a specific context.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ403A.1 Review the assessment procedure(s)	1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria 1.2 The review process established by the enterprise, industry or registered training organisation is followed 1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation 1.4 Review activities are documented, findings are substantiated and the review approach evaluated.
BSZ403A.2 Check consistency of assessment decision	2.1 Evidence from a range of assessments is checked for consistency across the dimensions of competency 2.2 Evidence is checked against the key competencies 2.3 Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon
BSZ403A.3 Report review findings	3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes 3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met 3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed

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RANGE OF VARIABLES

Assessment system may be developed by:

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

Specific assessment context may be determined by:

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

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RANGE OF VARIABLES (continued)

Evaluation criteria in review process should include:

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

Characteristics of persons being assessed may include:

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

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RANGE OF VARIABLES (continued)

Appropriate personnel may include:

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

Assessment procedure:

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

The assessment procedure should specify the following:

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

Assessment methods may include a combination of:

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

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

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RANGE OF VARIABLES (continued)

Assessment tools may include:

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

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

Allowable adjustments may include:

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

Assessment environment and resources to be considered

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

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

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

Assessment requires evidence of the following processes to be provided:

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

Interdependent assessment of units:

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

Required knowledge and skills

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

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EVIDENCE GUIDE (continued)

Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms.
- Access to assessment decisions, relevant workplace equipment, appropriate personnel.

Consistency in performance

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

Context for assessment

Assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**2**	**3**	**3**	**3**	**3**	**3**

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BSZ404A TRAIN SMALL GROUPS

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

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
BSZ404A.1 Prepare for training	1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel
	1.2 Training objectives are matched to identified competency development needs
	1.3 Training approaches are planned and documented
BSZ404A.2 Deliver training	2.1 Training is conducted in a safe and accessible environment
	2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources
	2.3 Strategies and techniques are employed which facilitate the learning process
	2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)
	2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)
BSZ404A.3 Provide opportunities for practices	3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency
	3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
BSZ404A.4 Review training	4.1	Participants are encouraged to self evaluate performance and identify areas for improvement
	4.2	Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance
	4.3	Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives
	4.4	Training details are recorded according to enterprise and legislative requirements
	4.5	Results of evaluation are used to guide further training

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RANGE OF VARIABLES

Relevant information to identify training needs includes:

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

Appropriate personnel may include:

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

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.

Components of competency include:

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

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RANGE OF VARIABLES (continued)

Characteristics of training participant may include information in relation to:

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

Training sessions may include:

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

Resources may include:

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

Strategies and techniques may include:

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

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EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

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

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

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

Evidence may be provided verbally or in written form

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EVIDENCE GUIDE (continued)

Interdependent assessment of units

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

Required knowledge and skills:

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

Resource implications

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

Consistency in performance

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

Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**2**	**2**	**2**	**2**	**2**	**2**

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PSPPROC301A PROCURE GOODS AND SERVICES

This unit covers the expenditure of public monies on goods or services in accordance with government policy, public accountability requirements and organisational procedures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan for Procurement of Goods or Services	2. A market assessment is used to identify options for acquiring goods or services in accordance with legislation, policy and procedures
	3. A commercial strategy is used to achieve the procurement outcome, and meet legal and probity requirements
	4. Risk planning is conducted for the procurement activity in accordance with procedures, delegations and guidelines
	5. The process and criteria developed for evaluation of offers from suppliers or service providers are valid, reliable and meet public sector probity requirements
	6. A plan of action is developed to manage the contract in accordance with legislation, policy and procedures
2. Establish Contractual Arrangements	1. Method of requesting and receiving offers is suitable to the procurement activity and occurs in accordance with organisational policy and procedures
	2. Specialist expertise is used to assist in evaluation of offers as required
	3. Evaluation and selection of offer is made in accordance with policy and procedures
	4. Notification of successful and unsuccessful suppliers occurs in accordance with organisational policy and procedures
	5. No commitment is made and contractors do not commence until the contract is formalised
	6. Contractual arrangements are suitable to the procurement activity, legally binding to both parties and formalised and reported in accordance with policy and procedures
3. Manage contracts	1. Start-up or transition arrangements are confirmed and monitored
	2. Effective communication strategies are established to ensure relationship with contractor/s is managed effectively
	3. Contractual obligations to contractors are met
	4. Contractor performance is monitored against performance indicators to ensure contractual obligations are being met
	5. Approvals are obtained for any contract variations in accordance with organisational and contractual

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	requirements
3. Manage Contracts (cont)	6. Disputes / complaints are investigated, documented and resolved or referred in accordance with contractual requirements
	7. Records are maintained in accordance with organisational and legal requirements to provide an audit trail and for other organisational purposes
4. Complete Contractual Arrangements	1. Goods or services received meet contractual specification and outcome required
	2. Contracts are finalised, cancelled or terminated in accordance with contractual arrangements
	3. Strategies to manage close out, renewal of the contract or transition to a new contract meet organisational guidelines and public sector standards
	4. Management of the contractor is evaluated and the results used to inform ongoing contract management practices

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Legislation and policies may include

- Commonwealth or State/Territory legislation;
- equal employment opportunity and anti-discrimination law
- Commonwealth/State/Territory Government procurement guidelines; organisational policies and practices

Market assessment may include

- structure of and 'players' in the market
- market capability
- market maturity
- market strength
- factors/conditions which may affect supply
- potential impact of intended contracting activity

Evaluation of options may include

- stakeholder consultation
- confirmation that a procurement process is necessary
- development of a business case
- comparison of internal versus outsourced provision
- whether to buy or lease

Key elements of a commercial strategy may include

- consultation with key stakeholders
- expenditure budget meets organisational requirements for probity and accountability
- procurement process agreed by users, documented, and meets legal and probity requirements
- approvals obtained
- contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Methods for requesting and receiving offers may include

- open or restricted tendering and contracting
- expressions of interest
- request for proposal
- request for quotation
- request for tender
- request for offer;
- direct purchases using existing supply agreements such as standing offers;

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- common use arrangements
- oral quotations; written quotations
- direct purchase from retail or wholesale outlets
- electronic commerce

Contractual arrangements may include

- verbal and written orders
- purchase order
- government credit card
- petty cash
- memoranda of understanding/ memoranda of agreement
- in-house service level agreements
- contracts
- common use arrangements/ standing offers
- inter/intra-government agreements

Reporting may include

- Gazettals
- public notification
- Transigo
- electronic
- verbal
- annual reports
- internal and/or external
- statistical reports

Records may include

- purchase requests and orders
- tender submissions and proposals
- invoices and payment requests
- statements and petty cash vouchers
- offer and contract documents
- evaluation process documentation
- records of authorised officers' decisions
- corporate credit card transaction statements
- records of supplier performance
- Gazettal notices
- financial statements
- asset registers

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- records of conversation

Organisational purposes may include

- reports and other documents
- future procurement planning
- contract management
- accountability requirements
- Ministerials

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- exercise of responsible care in the use of public monies
- relevant legislation and procedures understood and applied
- effective contract management

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge

- Commonwealth/State/Territory Government procurement guidelines
- organisation's code of conduct
- suppliers in the marketplace
- common use arrangements
- financial accountability requirements
- probity and ethical issues
- procedures for receipt and payment of goods or services
- procurement approval procedures
- equal employment opportunity, equity and diversity principles

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Underpinning skills

- evaluation skills
- numeracy skills for developing and managing a budget and contractual timeframes
- effective consultation and negotiation with suppliers involving oral and written exchanges of sometimes complex information
- cross-cultural competency, including gender and disability
- writing skills for procurement specification in unambiguous terms;
- writing or reading and signing contractual agreements which may include complexity of language and style
- ongoing communication with contractor which may involve explanation or clarification of written and oral information; note-taking at meetings; active listening; checking for understanding;

Resource implications

- assessment may involve candidate's supervisor and other stakeholders in the procurement process.

Consistency of performance

- evidence to be gathered over time across a range of variables

Context/s of assessment

- this competency may be assessed on-the-job or in a simulated work environment
- assessment to be holistic
- competency may be demonstrated through presentation of documented examples of personal work; satisfactory completion of simulated exercises or workplace assessment

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PSPPROC401A PLAN PROCUREMENT

This unit covers the effective specification and planning of procurement to achieve required outcome.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Interpret procurement requirements	1. A representative sampling of clients, experts and suppliers is consulted to define, justify and clarify requirements 2. A market analysis identifies factors which may impact on procurement decisions 3. Strategic issues and opportunities are investigated for inclusion 4. Supplier referencing/positioning or viability analysis is conducted 5. Constraints or limitations of authority are identified
2. Specify procurement requirements	1. Scoping of the requirement identifies outcomes, objectives and logistics 2. Standards of performance, incentives, disincentives and performance measures are specified 3. Specification meets organisational requirements for format and content and is acceptable to stakeholders 4. The needs of clients and end-users are incorporated and the outcome is achievable by potential suppliers 5. Planned provider contract arrangements are specified in accordance with policy and guidelines 6. Approvals are obtained in accordance with procedures, guidelines and delegations 7. Criteria and process for evaluation of offers meet legal and policy requirements, are practical and measurable

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
3. Plan procurement activities	1. Relationships and dependencies between various activities are determined 2. Procurement steps developed are suitable for the procurement activity 3. Establishment of procurement management requirements occurs in accordance with policy and procedures 4. Responsible authorities are nominated 5. Resource requirements are identified and obtained in a timely manner 6. Where used, specialist expertise to evaluate offers and membership of evaluation panels is arranged in accordance with organisational procedures 7. Strategies for informing or debriefing successful and unsuccessful bidders and the market, are practical and meet organisational guidelines and public sector standards
4. Develop a procurement management strategy	1. Business cost estimates are prepared to select the procurement method most likely to achieve value for money 2. The identification and assessment of risks using risk analysis tools meet policy guidelines and are documented in a risk management plan 3. Other relevant sub-plans are developed in accordance with policy and procedures 4. The procurement management strategy reduces uncertainty by clearly outlining procurement stages from transition to close-out, and meets legislative, policy and ethical requirements 5. Procurement arrangements are communicated to stakeholders

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Legislation and Policies may include

- Commonwealth or State/Territory legislation
- equal employment opportunity and anti-discrimination law
- Commonwealth / State / Territory Government procurement guidelines
- organisational policies and practices
- endorsed supplier arrangements

Market factors which impact on procurement decisions may include

- structure of and 'players' in the market
- market capability
- market maturity
- market strength
- factors/conditions which may affect supply
- potential impact of intended contracting activity

Strategic issues and opportunities may include

- risk sharing
- cost sharing
- cost escalation
- intellectual property rights
- capital equipment/asset ownership
- value engineering
- value management
- innovation
- continuous improvement
- future organisational requirements
- quality
- whole-of-life
- organisational integration and cooperation

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RANGE OF VARIABLES (continued)

Logistics may include

- phases or stages of the procurement activity
- timeframes
- milestones
- payment schedule
- targets
- outputs
- levels of service

Standards of performance may include

- performance indicators; quality measures
- benchmarks
- milestones / timeframes

Information on sources of supply may include

- yellow pages
- buyers guides, supplier brochures and advertisements
- purchasing contract awareness service
- suppliers' previous histories and files
- peer, supplier and customer networks
- computer aided purchase of computers
- newspapers, journals, bulletins or directories
- Government gazettal
- Industrial Supplies Office
- Internet
- Transigo

Resource requirements may include

- facilities
- information technology
- personnel
- budget support equipment
- use of contractor staff (professional service providers)

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RANGE OF VARIABLES (continued)

Sub-plans may include

- bid evaluation plan
- contract negotiation plan
- risk management plan
- contingency plan
- communication/ public relations plans
- human resource management plan
- disposal plan
- contract review plan
- environmental/green issues
- industry policy

Stakeholders may include

- end-users, customers or clients
- potential suppliers
- managers in the organisation
- experts in legal, functional, technical or financial matters

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- specification, procurement plans and sub-plans meet requirements
- exercise of responsible care in planning the use of public monies
- relevant legislation and procedures understood and applied to the procurement process
- client and end-user needs are met

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC 301A Uphold the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI 301A Support Policy Implementation; PSPGOV301A Apply Knowledge of Government Processes; and PSPGOV307A Work Effectively with Diversity

Underpinning knowledge

- Commonwealth/State/Territory Government procurement guidelines
- procurement policies and practices
- life cycle cost
- whole of life considerations
- procurement approval processes
- probity and ethics
- equal employment opportunity, equity and diversity principles
- technical knowledge
- disposals considerations
- procedures for acceptance of goods or services
- procurement approval processes

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EVIDENCE GUIDE (continued)

Underpinning skills

- planning and analysis
- numeracy skills for scheduling activities, and planning activities and timeframes
- effective consultation with stakeholders involving oral and written exchanges of sometimes complex information
- cross-cultural competency, including gender and disability
- writing skills for procurement specification which may include complexity of language and style yet expressed in unambiguous terms

Resource implications

assessment may involve reports from supervisors and/or managers, reports from team members and references from clients

Consistency of performance

evidence to be gathered over time across a range of variables

Context/s of assessment

This competency may be assessed on-the-job or in a simulated work environment; assessment to be holistic ; competency is best demonstrated by the submission of a procurement plan together with indications of its acceptability to stakeholders.

Key Competency Levels			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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PSPPROC402A REQUEST AND RECEIVE OFFERS

This unit covers the development and communication of a formal request for offers and their receipt to obtain best supply arrangements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop a request for offers	1.1 Request for offers and contractual conditions are suitable for the procurement activity, and clarified with clients, providers and/or experts as necessary
	1.2 Request for offers is developed in accordance with a procurement plan, and meets legal and probity requirements
	1.3 Records documenting the request, for seeking, processing and closing of offers are kept in accordance with organisational procedures and legal requirements
2. Request and receive offers	2.1 Strategies for briefing potential bidders when required, meet public sector standards and organisational protocols
	2.2 Request for, clarification and receipt of offers occur in accordance with organisational procedures and guidelines, and meet public sector standards
	2.3 Probity issues in closing offers are observed

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Requests for offers may include

invitations to submit:

- a tender
- a proposal,
- a quotation
- an expression of interest

Offers may include

- tenders
- written quotations
- proposals
- expressions of interest

Offers may be requested and provided using a variety of forms, such as

- paper (eg traditional tender documentation)
- computer disk
- electronic (eg Internet, e-mail, facsimile or Transigo)

Suppliers may include

- commercial organisations
- other government organisations
- commercialised or privatised government organisations
- non-profit organisations

Specialist expertise may include

- legal
- financial
- economic
- technical
- probity

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- degree of fit with procurement plan
- probity issues
- relevant legislation and procedures understood and applied to the procurement process

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC 301A Uphold the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI 301A Support Policy Implementation; PSPGOV301A Apply Knowledge of Government Processes; and PSPGOV307A Work Effectively with Diversity.

Underpinning knowledge

- Commonwealth/State/Territory government procurement guidelines
- procurement policies and practices
- whole-of-life considerations
- disposals considerations
- procedures for acceptance of goods or services
- issues to be considered in the development of request for tenders
- best practice in opening and closing offers
- probity issues; ethical issues
- equal employment opportunity, equity and diversity principles
- procurement approval processes and procedures for acceptance of goods or services,
- sources of information and guidance
- law of contract
- laws of tort
- trade practices law
- commercial law and relevant legislation

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EVIDENCE GUIDE (continued)

Underpinning skills

- effective communication with clients, suppliers and end users involving oral and written exchanges of sometimes complex information
- cross-cultural competency, including gender and disability
- writing skills for request for offers which may include complexity of language and style yet needs to be expressed in unambiguous terms

Resource implications

assessment may involve reports from supervisors and/or managers, reports from team members and references from clients

Consistency of performance

evidence to be gathered over time across a range of variables

Context/s of assessment

this competency may be assessed on-the-job or in a simulated work environment; holistic assessment; assessment by way of documented information and/or examples of personal work

Key Competency Levels			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 3	Level 2	Level 3	Level 2	Level 3	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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PSPPROC403A AWARD CONTRACTS

This unit covers selection of a provider, negotiation of a contract and debriefing of unsuccessful bidders.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select a provider	1. Specialist expertise is obtained to assist with evaluation of offers where necessary 2. Offers are evaluated in accordance with procurement plan, organisational policy and public sector ethics 3. Clarification and negotiation of matters contained in offers, is obtained from bidders in accordance with organisational guidelines and public sector standards 4. The offer selected is justified and documented against selection criteria in accordance with policy and procedures 5. Approvals are obtained for the preferred offer 6. Successful bidder is notified in accordance with organisational protocols 7. Records to document and justify evaluation of offers meet audit trail requirements
2. Formalise contractual arrangements	1. Negotiations to agree contractual arrangements are undertaken in accordance with organisational policy and procedures and public sector standards 2. Contract captures and addresses identified risks, protection of both parties, and provides the basis for due performance 3. Approvals are sought and obtained in accordance with policy and procedures 4. No commitments are made and contractors do not commence until the contract is signed 5. Contract entered into is valid and legally binding to the parties 6. Advice on the contractual arrangements is provided to stakeholders in accordance with organisational policy and procedures
3. Debrief market and other stakeholders	1. Unsuccessful bidders are informed or debriefed with constructive feedback on their proposals upon request 2. Details of successful provider are made public in accordance with organisational protocols and public sector standards

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RANGE OF VARIABLES

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Supply arrangements may include

- delivery of goods into use or store
- provision of services
- maintenance agreements
- leasing agreements; consultancies
- research and development

Supply agreements may include

- contracts
- memoranda of understanding/ memoranda of agreement
- in-house option directives
- common use arrangements/ standing offers
- inter/intra-government agreements

Issues may include

- value for money
- confidentiality and probity
- due diligence
- cost/price analysis
- whole of life policies

Offers may incorporate

- elements necessary to make proper offer
- lodgement procedures
- information to be supplied by bidder
- draft contract
- general/special conditions of contract
- specifications
- terms and conditions

Evaluation may include

- processing offers
- value for money
- checking/investigation
- collation of information
- comparative statements
- staged procurement
- accountability

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- degree of fit with procurement plan
- probity issues
- relevant legislation and procedures understood and applied to the procurement process

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC 301A Uphold the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI 301A Support Policy Implementation; PSPGOV301A Apply Knowledge of Government Processes; and PSPGOV307A Work Effectively with Diversity

Underpinning knowledge

- Commonwealth/State/Territory government procurement guidelines
- procurement policies and practices
- procedures for acceptance of goods or services
- probity issues
- ethical issues
- procurement approval processes
- procedures for acceptance of goods or services,
- sources of information and guidance
- law of contract
- laws of tort
- trade practices law
- commercial law and relevant legislation
- equal employment opportunity and anti-discrimination law

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EVIDENCE GUIDE (continued)

Underpinning skills

- effective communication with providers and other stakeholders involving complex oral and written exchanges
- preparing/reading and explaining legal documents containing complex information
- analysis and comparison of written information to ensure key elements from the specification and procurement plan are captured in the written contract
- negotiation/liaison skills
- networking skills with clients, suppliers and end users
- cross-cultural competency, including gender and disability

Resource implications

assessment may involve reports from supervisors and/or managers, reports from team members and references from clients

Consistency of performance

evidence to be gathered over time across a range of variables

Context/s of assessment

this competency may be assessed on-the-job or in a simulated work environment; holistic assessment; assessment by way of documented information and/or examples of personal work

Key Competency Levels			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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PSPPROC404A MANAGE CONTRACTS

This unit covers establishment of management and communication strategies, managing performance, review and ongoing arrangements. Contracts may include other supply agreements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish a contract management strategy	1.1 Contract requirements are re-confirmed with all parties
	1.2 Effective communication/information strategies are established
	1.3 Start up or transition arrangements are confirmed and implemented
	1.4 Management strategy is documented, monitored for effectiveness and adapted as necessary during the life of the contract
2. Monitor and maintain the performance of a contract	2.1 Relationship with contractor is managed in accordance with organisational policy and procedures
	2.2 Performance of the contract is monitored against performance indicators to ensure all obligations under the agreement are being met
	2.3 Obligations to the contractor are met in accordance with contractual arrangements
	2.4 Emerging and potential risks are identified and managed in accordance with organisational risk management procedures
	2.5 Contract variations are managed in accordance with the contract and organisational policy and procedures
	2.6 Disputes / complaints are investigated and resolved or referred in accordance with contractual requirements
	2.7 Negotiation of issues relating to the contract occurs and approvals are obtained in accordance with stipulations in the contract proper
	2.8 Communication on the performance of the contract is maintained with all stakeholders in accordance with organisational protocols and public sector standards
	2.9 Contract information is maintained for organisational purposes in accordance with organisational policy and procedures

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
3. Complete contracts and implement contract review strategy	3.1 Contracts are finalised, cancelled or terminated in accordance with contractual arrangements 3.2 Strategies to manage close-out, renewal of the contract or transition to a new contract meet organisational guidelines and public sector standards 3.3 Review includes contract management, supplier performance relevant to measures at each stage of the contract, user satisfaction and audit results 3.4 Where measures or outcomes are not met in full, variances are documented and explained 3.5 Information from the audit and review is used to report on provider performance, to review contract management practice and make recommendations for improvement

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RANGE OF VARIABLES

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Agreements may include

- contracts
- memoranda of understanding/ memoranda of agreement
- in-house option directives
- common use arrangements/ standing offers
- inter/intra-government agreements
- letters of intent
- licensing

Management strategy may include

- formal contract management plan
- setting up routines
- checking quality assurance systems
- transfer of legal responsibility
- insurances
- avoiding the implied acceptance of varied conditions through non-enforcement of contractual obligations

Effective communication strategies may include

- setting regular times to talk, meet or check on progress
- protocols for dealing with other stakeholders
- emergency contact arrangements
- a diary system to monitor milestones, timeframes, receipt of deliverables etc
- strategies for ensuring information flow at critical stages of the contract

Risks might include

- suppliers' inability to meet agreements
- end user or buyers' inability to meet obligations
- limited number of suppliers

Disputes may include

- disputes over
- requirements
- delivery schedules
- price changes
- additional tasking
- payment schedules
- complaints may be from third parties

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RANGE OF VARIABLES (continued)

Techniques available to resolve disputes include

- conference
- negotiation
- mediation
- arbitration
- resort to contractual agreements
- legal considerations

Negotiation of issues may include

- contract variations
- continuous improvement
- innovations
- non-compliance
- consequences

Variation to agreements may include arise from

- change of scope
- negotiation of new terms and conditions
- dissolution of contracts

Organisational purposes may include

- relevant details extracted, collated and arranged in a format for reports and other documents

Evaluation of the procurement activity may include

- planning process
- evaluation considerations at each stage of the procurement
- sources and methods of gathering data
- role of audit trails
- measuring outputs
- meeting client needs
- innovation
- strategies for continuous improvement

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements and their related performance criteria; and
- contract management plan, monitoring strategies, contract evaluation
- relevant legislation and procedures applied to the procurement process
- successful management of a contract

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC 301A Uphold the Values and principles of public service; PSPLEGN301A Comply with Legislation in the Public Sector; PSPPOLI 301A Support Policy Implementation; PSPGOV301A Apply Knowledge of Government Processes; and PSPGOV307A Work Effectively with Diversity.

Underpinning knowledge

- Commonwealth/State/Territory government procurement guidelines
- procurement policies and practices
- whole-of-life considerations
- disposals considerations
- procedures for acceptance of goods or services
- procurement approval processes
- legal considerations
- issues financial management
- performance management
- confidentiality issues
- negotiation practice in procurement
- ethical issues
- equal employment opportunity, equity and diversity principles
- legal aspects of negotiation
- Law of contract
- Trade practices law
- Commercial law and relevant legislation
- equal employment opportunity and anti-discrimination law
- financial and accounting issues relevant to the contract.

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EVIDENCE GUIDE (continued)

Underpinning skills

- effective communication with providers and other stakeholders involving complex oral and written exchanges
- networking skills with clients, suppliers and end users
- cross-cultural competency, including gender and disability
- negotiation skills with all stakeholders

Resource implications

assessment may involve reports from supervisors and/or managers, reports from team members and references from clients

Consistency of performance

evidence to be gathered over time across a range of variables

Context/s of assessment

this competency may be assessed on-the-job or in a simulated work environment; holistic assessment; assessment by way of documented information and/or examples of personal work

Key Competency Levels			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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WRRCS1B COMMUNICATE IN THE WORKPLACE

This unit encompasses the skills, knowledge and attitudes required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, reading and interpreting retail documents and using numbers in the workplace.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Establish contact with customers	1.1 Welcoming customer environment maintained. 1.2 Customer greeted warmly according to store procedures. 1.3 Effective service environment created through verbal and non-verbal presentation according to store policy. 1.4 Questioning and active listening used to determine customer needs. 1.5 Confidentiality and tact demonstrated.
2 Process information	2.1 Telephone answered promptly according to store procedures. 2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements. 2.3 Telephone system functions used according to instructions. 2.4 Messages or information recorded and passed on promptly. 2.5 Customer informed of any problems and relevant action being taken. 2.6 Follow up action taken as necessary.
3 Work in a team	3.1 Courteous and helpful manner demonstrated at all times. 3.2 Allocated tasks completed willingly without undue delay. 3.3 Assistance actively sought or provided by approaching other team members when difficulties arise. 3.4 Lines of communication with supervisors and peers identified according to store policy. 3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon. 3.6 Questioning used to minimise misunderstandings. 3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible. 3.8 Participation in team problem solving demonstrated.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Maintain personal presentation	4.1 Personal dress and presentation maintained in a neat and tidy manner. 4.2 Personal hygiene maintained according to store policy and government legislation.
5 Follow routine instructions	5.1 Instructions received and acted upon. 5.2 Effective questioning used to elicit information. 5.3 Store information relevant to the particular task assessed, comprehended and acted upon. 5.4 Daily work routine planned and organised. 5.5 Tasks prioritised and completed without undue delay.
6 Read and interpret retail documents	6.1 A range of retail documents accurately listed and described. 6.2 Information from a range of retail documents read and interpreted.
7 Use numbers in the workplace	7.1 Range of possible numerical problems in retail workplace accurately listed. 7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - 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
  - self presentation
- Information may include:
  - telephone
  - written
  - electronic media such as email
  - verbal messages
- Teams may include:
  - small work teams
  - store team
  - corporate team
- Team members may include:
  - management
  - other staff members
  - full-time
  - part-time
  - casual staff
- Communication may occur with:
  - external customers
  - internal contacts including management and other team members
- Customers may include:
  - new or repeat contacts
  - external and internal contacts
  - customers with routine or special requests
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

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RANGE OF VARIABLES (CONTINUED)

- Planning may be affected by:
  - store procedures
  - unexpected contingencies
- 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

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Provides a consistently welcoming environment by treating customers in a courteous and helpful manner.
- Uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality.
- Interprets and communicates information accurately to customers, supervisors and peers both face to face and via other electronic communication equipment.
- Accesses, comprehends and processes information accurately according to store policies and procedures.
- Consistently follows routine instructions and seeks advice/assistance if required.
- Participates actively and positively within a workplace team.
- Consistently applies store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct.
- Consistently meets store scheduling routines and uses time effectively.
- Interprets, calculates and records numerical information accurately.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

- Knowledge of:
  - Store policies and procedures, in regard to:
    - external and internal customer contact
    - hygiene and self presentation
    - verbal and non-verbal presentation
    - code of conduct
    - allocated duties and responsibilities
- Goods and services provided by the store
- Location of store departments
- Relevant legislation and statutory requirements in regard to personal hygiene and self presentation
- Functions and procedures for operating telephones and other communication equipment
- Skills in:
  - Questioning/listening
  - Resolving conflict
  - Negotiating
  - Following set routines and procedures
  - Managing stress

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EVIDENCE GUIDE (CONTINUED)

- Demonstrating self esteem
- Literacy skills in regard to:
  - the comprehension of workplace documents
- Numeracy skills in regard to workplace functions:
  - addition
  - subtraction
  - multiplication
  - division
  - percentages
  - use of a calculator

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Identifying customer requirements and informing others of any problems requires communication of ideas and information.	1
How can **information be collected, analysed and organised**?	Identifying tasks and relevant store information requires information to be collected, analysed and organised.	1
How are **activities planned and organised**?	Following routine instructions requires activities to be planned and organised.	1
How can **team work** be applied?	Working in a team is an essential part of this unit.	1
How can the use of **mathematical ideas and techniques** be applied?	Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques.	1
How can **problem solving skills** be applied?	Problem solving skills will be applied when dealing with customer inquiries.	1
How can the **use of technology** be applied?	The use of technology may not be applied in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS1B can be assessed with the following units:

WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe work practices
WRRM2B	Perform routine housekeeping duties
WRRCA1B	Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

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EVIDENCE GUIDE (CONTINUED)

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - lay by/credit/product return slips
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

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WRRCS3B **INTERACT WITH CUSTOMERS**

This unit encompasses the skills, knowledge and attitudes required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify customers special requirements.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Deliver service to customers	1.1 Communication with customers conducted in a professional, courteous manner, according to store policy. 1.2 Customer needs and reasonable requests met or referred to supervisor according to store policy or legislative requirements. 1.3 Customer details and information recorded where necessary. 1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction. 1.5 Opportunities to deliver additional levels of service beyond the customer's immediate request recognised and acted upon. 1.6 Contact with customer maintained until sale is completed according to store policy. 1.7 Customer farewelled appropriately and courteously according to store policy. 1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery. 1.9 Repeat customers encouraged by promotion of appropriate services or products according to store policy. 1.10 Customer returns or refunds processed according to store policy and procedures.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
2 Respond to customer complaints	2.1 Positive helpful attitude conveyed to customers when handling complaints. 2.2 Complaints handled sensitively, courteously and with discretion. 2.3 Nature of complaint established by active listening and questioning and confirmed with the customer. 2.4 Action taken to resolve complaint to customers' satisfaction wherever possible. 2.5 Unresolved customer dissatisfaction or complaints promptly referred to supervisor. 2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy. 2.7 Documentation regarding customer dissatisfaction or complaints completed accurately and legibly. 2.8 Follow up action taken as necessary to ensure customer satisfaction.
3 Receive and process sales orders	3.1 Customers' details and information recorded accurately. 3.2 Customers promptly referred to appropriate area as required. 3.3 Customers provided with information in clear, concise manner. 3.4 Sales orders processed, recorded and acted upon according to store policy.
4 Identify customers special requirements	4.1 Customers with special needs or requirements identified promptly by observation and questioning. 4.2 A willingness to assist conveyed verbally and non-verbally. 4.3 Customers' needs promptly serviced, referred or redirected as required.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - processing sales orders
- Customers may include:
  - regular and new customers
  - people from a range of social, cultural, ethnic backgrounds and physical and mental abilities
  - people with a routine or special requests
- Sales orders may be in:
  - verbal
  - written
  - electronic form
- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of X and R rated products
  - sale of second hand goods
  - trading hours
  - transport, storage and handling of goods
  - sale of X and R rated products
- Customer service may include:
  - all store activities
  - internal and external customers
  - follow up in event of delays in service provision
- Customer needs may include:
  - information regarding store facilities and services
  - location of specific items within the store
  - returns or refunds

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service.
- Provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure.
- Accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies.
- Uses effective questioning/active listening and observation skills to identify customers' special requirements.
- Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.
- Collaboratively works within a team to meet customers' needs.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - customer service
  - dealing with difficult customers
  - handling and recording complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay by/gift voucher/rain check procedures
- Merchandise and service range of store departments
- Location of store departments
- Functions and procedures for operating the store telephone system and other communication equipment and the relevant numbers
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Questioning/active listening
- Conflict resolution
- Following set routines and procedures
- Handling difficult or abusive customers

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Greeting/farewelling techniques
- Add on selling concepts
- Literacy skills in the following areas:
  - written procedures for orders, in person, by telephone or electric format
  - message taking in person or by telephone
  - written record of complaints
  - sales, stock and delivery documentation
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Delivering service to customers requires ideas and information to be communicated.	1
How can **information be collected, analysed and organised**?	Dealing with customer complaints requires information to be collected, analysed and organised.	1
How are **activities planned and organised**?	Receiving and processing sales orders requires activities to be planned and organised.	1
How can **team work** be applied?	Referring customers to relevant personnel will require team work to be applied.	1
How can the use of **mathematical ideas and techniques** be applied?	Processing sales orders will require the use of mathematical ideas and techniques.	1
How can **problem solving skills** be applied?	Dealing with customer complaints will require problem solving skills.	1
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS3B can be assessed with the following units:

WRRCS2B	Apply point of sale handling procedures
WRRLP1B	Minimise theft
WRRI1B	Perform stock control procedures
WRRF1B	Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - sales order forms
  - complaint/return forms
  - stock/inventory/price lists
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- Point of sale equipment and materials
- A communication system or a range of communication equipment

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WRRCS4B **COORDINATE INTERACTION WITH CUSTOMERS**

This unit requires the competencies to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management and leading a customer service team.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Implement customer service standards	1.1 Service standards monitored according to store policy. 1.2 Deficiencies in service identified and action taken as required according to store policy. 1.3 Store and legislative policies and procedures in relation to customer service provision conveyed to team members. 1.4 Feedback on quality of service provision given to team members and management on a regular basis.
2 Implement store policy regarding customer complaints	2.1 Service standards monitored to ensure store policy in regard to customer complaints is implemented by sales staff. 2.2 Procedures to resolve customer complaints authorised, actioned, or referred to a higher authority according to store policy. 2.3 Customers' special needs satisfied where appropriate according to store policy.
3 Communicate with management	3.1 Current store policies on customer service issues that may affect the operation of the department/section referred to management. 3.2 Operational information provided to management and other supervisors in order to facilitate customer service planning.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Lead customer service team	4.1 Store policies and procedures interpreted and applied to store operation.
	4.2 Team motivated to achieve high standard of service to customers.
	4.3 Team access to current information on staff issues and operations ensured.
	4.4 Team tasks clarified, planned and allocated in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources.
	4.5 Team informed of changes in store service policies and procedures which impact upon their roles/responsibilities.
	4.6 Team provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets.
	4.7 Team members encouraged to contribute feedback in regard to achievement of performance targets.
	4.8 Routine problems handled using appropriate problem solving techniques and referred to management if required.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - customer service
  - staff supervision
  - dealing with customer complaints
- Feedback to management may include:
  - verbal reports
  - written reports
  - presentations
  - informal/formal meetings
- Operational information may include:
  - varying levels of staff training
  - routine or busy trading times
- Legislative requirements may include:
  - consumer law
  - industry codes of practice
  - tabacco laws
  - Trade Practices Act
  - liquor licensing
  - sale of second hand goods
  - Lottery Acts
- Customers may include:
  - new and existing customers
  - internal or external customers
  - customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
  - customers with routine or special needs

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Coordinate a team in the provision of quality customer service according to store policy by:
  - consulting with staff
  - allocating tasks
  - conveying relevant information
  - applying policy
  - monitoring performance
  - identifying deficiencies
  - providing feedback
  - motivating staff
  - solving routine problems.
- Provides accurate feedback to management on operational and procedural matters related to provision of customer service.
- Supervises the resolution of customer complaints according to store policy.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - customer service
  - customer complaints about products or individual staff
  - staff supervision
  - monitoring team performance
  - discipline
  - grievance handling
  - allocating duties/responsibilities
  - meetings
  - store appraisal
- Merchandise and service range of the store
- Lines of communication to staff and management
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Interpersonal communication techniques

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - team leadership
  - verbal and non verbal communication
- Literacy skills in regard to:
  - completing a proforma for feedback to management
  - reading and interpreting store policies and procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Providing operational information to management will require ideas and information to be communicated.	2
How can **information be collected, analysed and organised**?	Interpreting and applying store policies requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Implementing customer service standards requires activities to be planned and organised.	2
How can **team work** be applied?	Leading a customer service team requires team work to be applied.	2
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques may not be required in this unit.	0
How can **problem solving skills** be applied?	Dealing with customer complaints requires problem solving skills.	2
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - reporting proformas
  - legislation and statutory requirements
  - industry codes of practice
- Access to a range of customers with different requirements
- Access to a client service team

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WRRER1B WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

This unit encompasses the skills, knowledge and attitudes required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, and identifying the relevant award/agreement.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Act responsibly	1.1 Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures. 1.2 Staff rosters interpreted accurately.
2 Act in a non-discriminatory manner	2.1 Non-discriminatory attitudes displayed when interacting with customers, staff or management. 2.2 Non-discriminatory language used consistently.
3 Identify the award/agreement	3.1 Relevant award/agreement identified and interpreted accurately. 3.2 Role of employee and employer associations in industrial relations system identified and analysed.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - workplace ethics
  - store hours of operation
  - completing work out of hours
- Peers and supervisors may:
  - come from a range of social, cultural and ethnic backgrounds
  - may have varying degrees of language and literacy levels
- Discrimination may occur between:
  - staff
  - customers
  - management

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures, in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description.
- Consistently applies store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.
- Knows employee's own rights and responsibilities in regards to awards/agreements.
- Identifies and describes the role of various parties including employer and employee associations.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - workplace ethics
  - shift availability or non attendance
  - staff rosters
  - interpersonal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with store policies and procedures
  - part time, casual, full time work, contract employment
- Store organisational structure
- Structure of the retail industry
- Retail industry career path options
- Retail industry training options
- Rights and responsibilities of employers and employees in retail workplace
- Responsibilities under a New Apprenticeship contract of training (if applicable)
- Major changes affecting retail workplaces

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EVIDENCE GUIDE (CONTINUED)

- Relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity legislation
  - anti-discrimination legislation
  - workplace relations
  - industry awards/agreements

Skills in:

- Ability to follow store policies and procedures
- Preparing resumes and curriculum vitaes
- Maintaining personal presentation
- Interpersonal communication skills, including:
  - verbal and non-verbal communication
  - listening/questioning/observation
- Literacy skills in reading workplace documents

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Notifying of shift availability or non-attendance requires ideas and information to be communicated to others.	1
How can **information be collected, analysed and organised**?	Information on awards/agreements will need to be collected, analysed and organised.	1
How are **activities planned and organised**?	Identifying and interpreting awards/agreements requires activities to be planned and organised.	1
How can **team work** be applied?	Team work will be applied when interacting with other staff.	1
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques may not be required in this unit.	0
How can **problem solving skills** be applied?	Problem solving skills may be applied when dealing with interpersonal conflict.	1
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER1B can be assessed with the following units:

WRRCS1B	Communicate in the workplace
WRRLP1B	Apply safe working practices
WRRM2B	Perform routine housekeeping duties
WRRCA1B	Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store/sample policy 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/agreements
  - government legislation on equal opportunity, equal employment opportunity and anti discrimination

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WRRER2B **COORDINATE WORK TEAMS**

This unit encompasses the competencies required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels	1.1 Staffing levels and rosters in designated areas maintained within budget and according to store policy and procedures. 1.2 Team rostered according to anticipated sales peaks and statutory requirements. 1.3 Team members informed of individual rosters according to store policies and procedures. 1.4 Corrective action taken as needed according to staff availability.
2 Inform team members	2.1 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. 2.2 Staff communication and motivation programs implemented according to store policy. 2.3 Store targets compared to individual/team results. 2.4 Staff meetings conducted to address issues within area of authority according to store policy. 2.5 New staff members inducted into teams according to store policy.
3 Coach on the job	3.1 Opportunities to coach team members who are unfamiliar with specific procedures are identified. 3.2 Team members are made aware of the work application of the competency or job being taught. 3.3 A systematic approach is enlisted including explanation and demonstration where appropriate. 3.4 Trainees encouraged by positive comments and feedback from the trainer. 3.5 Feedback during instruction designed to help trainees learn from their mistakes. 3.6 Trainees encouraged and guided to evaluate their own performance and diagnose it for improvement. 3.7 Trainees' performance evaluated according to store policies and procedures.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Motivate the team	4.1 Strengths and weaknesses of team identified against current and anticipated work requirements. 4.2 Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals. 4.3 Team objectives/goals updated and reviewed on a regular basis in consultation with relevant personnel. 4.4 Positive and constructive relationships developed with and between team members. 4.5 All team members treated fairly, equally and with respect. 4.6 Responsibility for developing own competencies accepted and realistic objectives identified.
5 Maintain staffing records	5.1 Staff records maintained as required according to store policy and relevant awards and agreements.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - staffing requirements
  - on the job training
  - maintaining staffing records
  - housekeeping
- Staff records systems may be:
  - manual
  - electronic
- Communication with team may be:
  - face to face
  - individually or in groups
- Work areas may include:
  - counters
  - point of sale area
  - fixtures
  - displays
  - walkways
- Work team functions may include:
  - selling
  - merchandising
  - housekeeping
  - rostering
  - maintaining equipment
  - stocktaking
- Staff induction may include:
  - formal training program
  - one-to-one coaching
- Coaching may be done:
  - frequently or infrequently
  - formally or informally

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RANGE OF VARIABLES (CONTINUED)

- Staffing levels may vary according to:
  - peak trading times
  - special events
  - promotion
  - stocktakes
  - refurbishment
- Staff may include:
  - full-time, part-time or casual
  - under contract
  - people with varying degrees of language and literacy
  - people from a range of cultural, social and ethnic backgrounds
  - people with a range of responsibilities and job descriptions
- Staffing records may relate to:
  - attendance
  - leave entitlements
  - training
  - discipline
- Relevant personnel may include:
  - team members
  - supervisors
  - managers

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures and ethical behaviour, in regard to the coordination of staff.
- Consistently applies store policies and procedures, in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff.
- Consistently and responsibly applies store policies and procedures, in regard to the induction of new staff.
- Consistently and responsibly applies store policies and procedures, in regard to maintaining staffing levels and coordinating work teams within budgetary constraints.
- Consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities.
- Reports suggestions for improvements in procedures to management.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - workplace ethics
  - work teams
  - staffing rosters
  - personnel records
  - trainee assessment
  - supervising new apprentices
  - staff counselling and disciplinary procedures
  - work/overtime periods
  - meetings
  - housekeeping
- 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
- Principles and techniques in interpersonal communication
- Relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity legislation
  - anti-discrimination legislation
  - industry awards/agreements

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EVIDENCE GUIDE (CONTINUED)

- Relevant occupational health and safety regulations
- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - reading and interpreting workplace documents
  - reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Staff members need to be informed of required work standards.	2
How can **information be collected, analysed and organised**?	Identifying staffing levels and developing rosters requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Developing coaching activities for staff members requires activities to be planned and organised.	2
How can **team work** be applied?	Encouraging staff members to discuss and plan team objectives/goals requires team work.	2
How can the use of **mathematical ideas and techniques** be applied?	Developing rosters within a budget requires the use of mathematical ideas and techniques.	2
How can **problem solving skills** be applied?	Developing rosters to meet anticipated sales may require problem solving.	2
How can the **use of technology** be applied?	Maintaining staffing records may require the use of technology.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER2B can be assessed with the following unit:

WRRER3B Maintain employee relations

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - legislation and statutory requirements
  - award/agreement
  - job descriptions/responsibilities
  - training programs
  - store policy and procedures manuals
- Rostering and recording systems
- Access to a work team

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WRRER3B **MAINTAIN EMPLOYEE RELATIONS**

This unit encompasses the skills, knowledge and attitudes required to maintain employee relations. It involves identifying the award/agreement, minimising potential industrial problems, and implementing dispute settlements procedures.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Identify the awards/agreements	1.1 Relevant awards/agreements identified and interpreted accurately.
	1.2 Relevant awards/agreements applied accurately and equally to all staff.
	1.3 Staff regularly and accurately informed of changes in awards/agreements.
	1.4 Copy of relevant award/agreement made available to employee if requested.
2 Identify and minimise potential industrial problems	2.1 Opportunities for staff to discuss problems which directly or indirectly affect their work regularly provided.
	2.2 Staff counselled if required in a positive and constructive manner or referred to appropriate personnel when necessary.
	2.3 Potential and actual conflicts between staff identified promptly and effective remedial action taken as soon as practicable.
	2.4 Remedial action applied according to store policy and legislative requirements.
	2.5 Records of conflict and outcomes maintained accurately and according to store policy.
3 Implement dispute settlement procedures	3.1 Disputes or grievances promptly identified.
	3.2 Store policies and procedures and legislative requirements applied accurately and promptly.
	3.3 Staff accurately informed of current procedures and policies.
	3.4 All procedures and policies applied in an impartial manner.
	3.5 Details of all procedures accurately and completely recorded and made available to authorised personnel.
	3.6 Unsettled disputes or grievances promptly referred to management.
	3.7 Recommendation for improvements to dispute/grievance procedures promptly referred to management.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - employee relations
- Grievance procedures may be initiated by:
  - management
  - staff
  - staff representatives
- Interpersonal conflict is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary
- Conflict may be minimised:
  - formally
  - informally
- Discrimination may occur between:
  - staff
  - customers
  - management
- Interpersonal conflict may occur between:
  - individuals
  - teams
- Records may be kept:
  - manually
  - electronically
- Relevant personnel may include:
  - team leader
  - supervisor
  - manager
- Legislative requirements may include:
  - Equal Employment Opportunity
  - Anti-discrimination
  - Unfair dismissal
  - Workplace relations
  - Awards/agreements
  - Industry codes of practice

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and responsibly applies store policies and procedures, in regard to industry codes of practice relating to employee relations.
- Knows and consistently applies state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knows and consistently applies safe work practices in regard to the provision of services in accordance with the relevant occupational health and safety regulations/legislation.
- Consistently and responsibly applies store policies and procedures, in regard to identifying and minimising potential industrial problems and implementing dispute/grievance procedures.
- Consistently and responsibly applies store policies and procedures and legislatory requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.
- Knows employees' and employers' rights and responsibilities in regards to awards/agreements.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies, procedures and legislative requirements, in regard to:
  - workplace ethics
  - unfair dismissal
  - shift availability or non attendance
  - staff rosters
  - inter personal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - non compliance with store policies and procedures
  - part-time, casual, full-time work, contract employment
  - traineeships
- Store organisational structure
- Rights and responsibilities of employers and employees in retail workplace
- Responsibilities of employers and employees under a New Apprenticeship contract of training

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EVIDENCE GUIDE (CONTINUED)

- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Principles and techniques for interpersonal communication

Skills in:

- Interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literary skills in:
  - comprehending and interpreting relevant workplace documents

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Changes in award/agreement need to be communicated to staff.	2
How can **information be collected, analysed and organised**?	Identifying awards/agreements requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Maintaining records of conflict requires activities to be planned and organised.	2
How can **team work** be applied?	Team work will be applied when dealing with conflict between staff.	2
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques will be applied when maintaining records and identifying costs required for training if necessary.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when dealing with interpersonal conflict.	2
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRER3B can be assessed with the following unit:

WRRER2B Coordinate work teams

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Access to a range of employees or customers or case studies dealing with a variety of industrial relations issues
- Relevant documentation, such as:
  - awards/agreements
  - store policy and procedures relating to grievances, counselling and discipline
  - store rosters
  - legislation and statutory requirements

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WRRF3B **PRODUCE FINANCIAL REPORTS**

This unit encompasses the skills, knowledge and attitudes required to produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments/takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Enter payment summaries into journals	1.1 Payment documents filled out identifying relevant details. 1.2 Payment documents checked for authenticity of claim. 1.3 Payment documents balanced on a routine basis.
2 Reconcile accounts to balance	2.1 Discrepancies between transaction documentation and account balances identified. 2.2 Errors in documentation rectified. 2.3 Data recorded on nominated system within designated time limits.
3 Prepare bank reconciliations	3.1 Deposit entries and cash payment summaries checked for accuracy against bank statements. 3.2 Discrepancies noted and resolved. 3.3 Regular reconciliation reports produced within designated time limits to provide data for preparation of trial balance. 3.4 Pay-in documentation completed accurately. 3.5 All transaction calculations balanced accurately.
4 Receive and document payments/takings	4.1 Cash is correctly counted and correct change given, if applicable. 4.2 Cheque and credit card payments are verified with the relevant personnel/department prior to acceptance. 4.3 Receipts are accurately completed and issued.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Dispatch statements to debtors and follow up outstanding accounts	4.1 Debtor statements checked for accuracy of contents. 4.2 Any noted discrepancies rectified accurately. 4.3 Debtor statements dispatched within designated time limits. 4.4 Outstanding accounts collected within designated credit periods. 4.5 Credit terms reviewed and controlled to ensure payment within designated time limits. 4.6 Debtors ledger accurately maintained to reflect current situation. 4.7 Customer credit terms reviewed when indicated according to store policy.
5 Dispatch payments to creditors	5.1 Payment documentation prepared by others checked for accuracy of information and dispatched to creditors within designated time limits. 5.2 Creditors' statements reconciled with accounting records. 5.3 Relevant data input into creditors' ledger. 5.4 General ledger reconciled against accounting records.
6 Prepare financial reports	6.1 Purpose of the report clarified with relevant personnel. 6.2 Relevant data identified and obtained from nominated internal and/or external sources. 6.3 Nominated internal records updated to show current status of financial report. 6.4 Data transcribed onto nominated form and in the authorised manner.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - financial systems
  - reconciling accounts
- Nominated system may include:
  - recording
  - documenting
  - reporting systems
  - accounting
- Systems may be:
  - manual
  - electronic
- Transactions may include:
  - cash
  - cheque
  - credit card
  - EFTPOS
  - store card
  - Internet payments
  - lay by
- Relevant personnel may include:
  - supervisor
  - team leader
  - manager

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to producing financial reports.
- Consistently applies store policies and procedures in regard to handling cash.
- Consistently applies store policies and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trail balances.
- Consistently applies store policies and procedures in regard to receiving, recording and dispatching to debtors and creditors.
- Applies follow up procedures for outstanding accounts.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions/orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register/terminal
  - processing delivery and delivery document discrepancies
  - invoicing procedures for debtors and creditors
  - register/terminal balance
- Payment/invoice procedures including Goods and Services Tax (GST) requirements
  - Relevant legislation and statutory requirements

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EVIDENCE GUIDE (CONTINUED)

- Cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay by
  - credits and returns

Skills in:

- Literacy skills in regard to:
  - interpreting documentation
- Report writing
- Numeracy skills in regard to:
  - reconciling accounts
  - counting cash
  - calculating non-cash transactions
  - reporting on takings

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Financial reports will need to be communicated to others.	2
How can **information be collected, analysed and organised**?	Preparing bank reconciliations requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Preparing financial reports requires activities to be planned and organised.	2
How can **team work** be applied?	Team work may be required when clarifying reports with others.	1
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques will be applied when balancing transactions and preparing bank reconciliations.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when rectifying any discrepancies in accounts.	1
How can the **use of technology** be applied?	The use of technology will be applied when updating records and preparing financial reports.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - financial transaction dockets/slips/invoices
  - recording/tally sheets
  - store policy and procedures manuals
- Recording, documenting and filing systems
- Registers and related equipment including EFTPOS facilities/equipment

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WRRI1B PERFORM STOCK CONTROL PROCEDURES

This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Receive and process incoming goods	1.1 Cleanliness and orderliness in receiving bay maintained according to store policy.
	1.2 Goods unpacked using correct techniques and equipment in line with store policy.
	1.3 Packing materials removed and disposed of promptly according to store policy.
	1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.
	1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.
	1.6 Stock levels accurately recorded on store stock systems, according to store policy.
	1.7 Secure storage of goods arranged according to store policy and legislative requirements.
	1.8 Stock dispatched to appropriate area/department.
	1.9 Stock price and code labels applied when required according to store policy.
2 Rotate stock	2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.
	2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements.
	2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Participate in stocktake	3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.
	3.2 Stock records documentation completed according to store stock control system.
	3.3 Discrepancies in stock recorded and reported to relevant personnel.
	3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications.
4 Reorder stock	4.1 Minimum stock levels identified according to store policy.
	4.2 Stock requisition forms or electronic orders completed accurately.
	4.3 Undelivered stock orders identified on stock system and followed up without undue delay.
5 Dispatch goods	5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.
	5.2 Credit request documentation completed according to store procedure.
	5.3 Goods stored securely while awaiting dispatch.
	5.4 Delivery documentation completed according to store procedures.
	5.5 Special delivery instructions noted.
	5.6 Items packed safely and securely to avoid damage in transit.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - stock control
  - dispatch
- Stock recording may be:
  - manual
  - electronic
- Stocktakes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Reporting of faults may involve:
  - telephone
  - fax
  - email
  - letter
  - face to face
- Legislative requirements may include:
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods
- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
- Reporting faults and problems
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety regulations

Skills in:

- Following set routine sand procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
  - stock records and delivery documentation

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Reordering stock may require ideas and information to be communicated.	1
How can **information be collected, analysed and organised**?	Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.	1
How are **activities planned and organised**?	Identifying stock levels and reordering requires activities to be planned and organised.	1
How can **team work** be applied?	Team work may be applied when undertaking stocktake procedures.	1
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.	1
How can **problem solving skills** be applied?	Problem solving skills may be applied when identifying excess stock and determining storage or return of items.	1
How can the **use of technology** be applied?	The use of technology may be applied when recording stock and reporting faults and problems.	1

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRI1B can be assessed with the following units:

WRRCS2B	Apply point of sale handling techniques
WRRLP2B	Minimise theft
WRRCS3B	Interact with customers
WRRF1B	Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Access to relevant equipment including
  - stock moving equipment
  - manual and electronic labelling/ticketing equipment
  - computers/stock recording equipment
- Relevant documentation, such as:
  - invoices/packing slips/dispatch documents/order forms
  - recording/tally sheets
  - store policy and procedures manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

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WRRLP1B **APPLY SAFE WORKING PRACTICES**

This unit incorporates the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the skills, knowledge and attitudes to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Observe basic safety procedures	1.1 Procedures to achieve a safe working environment followed and maintained in accordance with all relevant occupational health and safety legislation, including codes of practice, relating to particular hazards in the workplace or industry. 1.2 Unsafe work practices, including faulty equipment and plant are followed and reported according to store policy. 1.3 Dangerous goods and substances managed in accordance with store policy and relevant State and Territory legislation. 1.4 Tasks identified for potential manual risks and managed according to store policy. 1.5 Reporting of work related incidents and accidents to designated personnel observed. 1.6 Consultative processes for occupational health and safety demonstrated and procedures followed.
2 Observe basic emergency procedures	2.1 Fire and emergency procedures, including store evacuation, are followed in accordance with store policy and relevant State and Territory legislation. 2.2 Designated personnel responsible for first aid and evacuation procedures identified correctly. 2.3 Safety alarms identified accurately.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  observing basic safety procedures
  observing emergency procedures
- Safety procedures may include:
  hazard identification eg workplace inspections
  fire or store evacuation involving staff or customers
  emergency, fire and accident procedures
  personal safety procedures
  procedures for the use of personal protective clothing and equipment
  issue resolution procedures
  reporting incidents and accidents in the workplace
- Occupational health and safety procedures may deal with:
  safe manual handling and lifting
  dangerous goods
  customers
  staff
  equipment/tools
  premises
  stock
- Emergency procedures may include:
  sickness
  accidents
  fire
  storms/cyclones
  store evacuation
  armed hold up
- Unsafe situations may deal with but are not restricted to:
  sharp cutting tools and instruments
  electricity and water
  damaged packing material or containers
  toxic substances
  inflammable materials and fire hazards
  lifting practices
  spillages
  waste and debris
  ladders
  trolleys
  broken or damaged equipment
  glue guns/burns

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RANGE OF VARIABLES

- Designated personnel may include:
  safety representative
  supervisor/team leader
  manager
- Checking plant and equipment may include:
  guarding of machinery
  sharp cutting tools and instruments
  broken or damaged equipment
  damaged packing material or containers
- Safe manual handling practices may include:
  lifting practices
  use of equipment such as ladders, trolleys
  job procedures
- Communication and consultation processes may include:
  minutes from staff meetings, occupational health and safety meetings
  identification of health and safety representatives
  suggestions from staff for improving existing tasks and procedures

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.
- Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.
- Identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures.
- Reads, accurately interprets and consistently applies manufacturers' instructions for storage and use of hazardous goods.
- Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  occupational health and safety and emergency procedures, which will take into account where applicable, State and Territory legislation and regulations
  rights and responsibilities of designated personnel responsible for health and safety in the workplace
- Relevant industry codes of practice
- Management of occupational health and safety in the workplace including:
  communication and consultation processes
  reporting procedures
  manual handling procedures
  interpreting symbols for occupational health and safety signage
- First aid procedures
- Identification what hazards exist in the workplace including:
  managing broken or of faulty equipment
  storage of dangerous goods and hazardous substances
  fire/chemical/electrical hazards
  spills/leakage of materials
  appropriate waste disposal
  slips/trips/falls
- Controlling risks through the 'hierarchy of control' including:
  eliminating hazards
  isolating hazards
  use of engineering controls
  use of administrative controls
  appropriate use of personal protective clothing

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Locating and using safety alarms/fire extinguishers/emergency exits
- Identifying hazardous goods and substances
- Interpreting symbols used for occupational health and safety signage
- Storing and using chemicals and hazardous substances
- Handling broken or damaged equipment
- Manual handling procedures
- Using personal protective gear/equipment
- Appropriate waste disposal
- Literacy skills in regard to:
  reading and interpreting instructions
- Numeracy skills in regard to:
  estimating weights, size, quantities and mixtures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Reporting unsafe situations requires communication of ideas and information.	1
How can **information be collected, analysed and organised**?	Information on fire and safety hazards needs to be collected, analysed and organised.	1
How are **activities planned and organised**?	Identifying evacuation procedures requires planning and organisation.	1
How can **team work** be applied?	Team work will be applied when maintaining a safe work environment for staff, customers and others.	1
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques may be applied when estimating weights, size, quantities and mixtures.	1
How can **problem solving skills** be applied?	Problem solving skills will be applied when identifying correct procedures for accidents or illness.	1
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP1B can be assessed with the following units:

WRRCS1B	Communicate in the workplace
WRRER1B	Work effectively in a retail environment
WRRM2B	Perform routine housekeeping duties
WRRCA1B	Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

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EVIDENCE GUIDE (CONTINUED)

Resources Required

- A real or simulated work environment
- Suitable equipment and materials for lifting
- Relevant documentation, such as:
  store policy and procedures manuals
  manufacturer's instructions/operation manuals
  occupational health and safety regulations
  legislation and statutory requirements
  industry codes of practice

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WRRLP2B **MINIMISE THEFT**

This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Apply routine store security	1.1 Store security systems and procedures applied according to store policy. 1.2 Cash handled and secured according to store policy. 1.3 Suspect behaviour by customers observed and dealt with according to store policy. 1.4 Internal and external theft dealt with according to store policy. 1.5 Products and equipment stored in a secure manner.
2 Minimise theft	2.1 Appropriate action taken to minimise theft by applying store procedures. 2.2 Merchandise matched to correct price tags. 2.3 Surveillance of merchandise maintained according to store policy and legislative requirements. 2.4 Customers' bags checked as required at point of sale according to store policy and legislative requirements. 2.5 Security of cash, cash register and keys maintained according to store policy. 2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy. 2.7 Suspected or potential thieves dealt with according to store policy and procedures.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - security
  - surveillance of merchandise
- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up
- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas
- Legal requirements may include:
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.
- Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.
- Monitors stock, work area, customers and staff to minimise opportunities for theft.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- Relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- Store merchandising system
- Security procedures relating to cash and non-cash transactions
- Location and operation of store security equipment
- Reporting procedures for external/internal theft or suspicious circumstances

Skills in:

- Literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.	1
How can **information be collected, analysed and organised**?	Information of security systems needs to be collected, analysed and organised.	1
How are **activities planned and organised**?	Checking customer bags may require activities to be planned and organised.	1
How can **team work** be applied?	Team work may be required when identifying suspect customer behaviour.	1
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques may not be required in this unit.	0
How can **problem solving skills** be applied?	Problem solving may be required when dealing with theft.	1
How can the **use of technology** be applied?	Use of technology may be required when reporting and recording theft.	1

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP2B can be assessed with the following units:

WRRCS2B	Apply point of sale handling procedures
WRRCS3B	Interact with customers
WRRI1B	Perform stock control procedures
WRRF1B	Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated work environment
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- Relevant security equipment
- Point of sale equipment

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WRRLP3B **MAINTAIN STORE SAFETY**

This unit is based on the National Occupational Health and Safety Commission (NOHSC) Guidelines and encompasses the competencies required to maintain store safety in a retail environment. It involves informing and involving team members, monitoring and maintaining a safe working environment, implementing emergency procedures, identifying the need for occupational health and safety training and maintaining occupational health and safety records.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Inform team members	1.1 Store policies and procedures in regard to occupational health and safety and emergency procedures clearly and accurately explained to team members. 1.2 Team members given access to store policy. 1.3 Relevant provisions of occupational health and safety legislation and codes clearly and accurately explained to team members. 1.4 Information on identified hazards and risk control procedures regularly provided and clearly and accurately explained to team members.
2 Involve team members	2.1 Provide opportunities and processes for team members to consult and contribute on occupational health and safety issues according to store policy. 2.2 Issues raised are resolved promptly or referred to relevant personnel according to store policy. 2.3 Outcomes of issues raised on occupational health and safety matters promptly conveyed to team members.
3 Monitor and maintain a safe working environment	3.1 Store policies and procedures implemented with regard to identification, prevention and reporting of potential hazards. 3.2 Prompt action taken to deal with hazardous events according to store policies. 3.3 Unsafe or hazardous events investigated to identify cause and inadequacies in risk control measures or resource allocation for risk control measures identified and reported to relevant personnel. 3.4 Control measures to prevent re-occurrence and minimise risks of unsafe and hazardous events implemented and monitored according to store policy and the hierarchy of control.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Monitor and maintain a safe working environment (cont.)	3.5 Hazardous goods handled and stored in accordance with store policy and occupational health and safety regulations. 3.6 Equipment maintained in accordance with store policy and occupational health and safety regulations. 3.7 Team performance monitored to ensure use of safe manual handling techniques.
4 Implement emergency procedures	4.1 Store emergency policies and procedures implemented promptly in the event of an emergency.
5 Identify need for occupational health and safety training	5.1 Occupational health and safety training needs identified accurately, specifying gaps between occupational health and safety competencies required and those held by team members. 5.2 Training organised/arranged according to store policy.
6 Maintain occupational health and safety records	6.1 Occupational health and safety records and legal requirements for the maintenance of records for occupational injury and disease completed accurately and legibly, according to store policy. 6.2 Information from records used to identify hazards and monitor risk control procedures according to store policy.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures
- Occupational health and safety procedures may deal with:
  - customers
  - staff
  - equipment
  - premises
  - stock
  - manual handling
- Emergencies may include:
  - sickness
  - accidents
  - fire
  - store evacuation involving staff or customers
  - product recall/contamination
  - bomb threat
  - cyclones
  - dealing with dangerous customers
- Hazardous goods/equipment may include:
  - use and storage of hazardous/chemical sprays
  - handling products treated with chemicals
  - poisonous/allergenic effects of products
  - electricity and water
- Correct use of equipment and protective gear may include:
  - correct foot wear
  - protective gear (eyes, face, hands)
- Occupational health and safety information may include:
  - general duty of care
  - requirements for the maintenance and confidentiality of records of occupational injury and disease
  - provision of information and training
  - regulations and codes of practice relating to hazards present in work area
  - health and safety representatives and occupational health and safety committees
  - issue resolution

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RANGE OF VARIABLES (CONTINUED)

- Hazardous events may include:
  - accidents
  - fires
  - chemical spills
  - bomb threats
- Procedures for dealing with hazardous events may include:
  - evacuation
  - chemical containment
  - first aid procedures
- Store emergency policies and procedures may include:
  - alarm systems and procedures
  - fire fighting procedures
  - store evacuation procedures for staff and customers
  - transport arrangements for sick and/or injured persons
  - medical attention procedures
  - events likely to endanger staff or customers
  - product recall/contamination

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies and monitors store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to occupational health and safety and emergency procedures.
- Applies and monitors safe work practices in the handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and monitors the implementation of manufacturers' instructions with regard to handling stock and using relevant equipment.
- Applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials.
- Identifies occupational health and safety training needs and maintains occupational health and safety records.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - occupational health and safety
  - emergency procedures
  - unsafe or hazardous goods
  - handling and storage
  - disposal
  - bomb threat procedures
  - store evacuation
- Manual handling and safe lifting techniques
- Possible fire and safety hazards
- Sickness and accident procedures
- Location of nearest first aid assistant/facility
- Hierarchy of risk control:
  - elimination of hazards
  - engineering controls to reduce risk
  - administrative controls
  - use of personal protective equipment
- Relevant occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in interpersonal communication

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy and numeracy skills in regard to:
  - interpreting and applying occupational health and safety documents
  - reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	By informing team members of store policies and procedures.	2
How can **information be collected, analysed and organised**?	By identifying relevant occupational health and safety policies and procedures.	2
How are **activities planned and organised**?	Developing emergency policies and procedures requires activities to be planned and organised.	2
How can **team work** be applied?	Encouraging team members to contribute to occupational health and safety issues requires team work to be applied.	2
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques may not be applicable to this unit.	0
How can **problem solving skills** be applied?	Identifying hazardous events and implementing control procedures requires problem solving skills to be applied.	2
How can the **use of technology** be applied?	Maintaining records may require the use of technology.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated competency assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP3B can be assessed with the following unit:

WRRLP4B Maintain store security

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Access to relevant equipment such as:
  - stock moving equipment
  - alarm systems
  - first aid equipment
  - fire fighting equipment
  - communication equipment
- Relevant documentation, such as:
  - occupational health and safety legislation
  - store evacuation procedures
  - store policy and procedures manuals

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WRRLP4B **MAINTAIN STORE SECURITY**

This unit encompasses the skills and knowledge required to maintain store security in a retail environment. It involves implementing store policies and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Monitor and maintain store security	1.1 Store policies and procedures implemented to ensure store security maintained. 1.2 Security procedures are monitored and reviewed according to store policy. 1.3 Procedures implemented to minimise theft of easily stolen merchandise. 1.4 Security of cash, cash register and keys maintained according to store policy. 1.5 Store procedures in regard to transactions implemented. 1.6 Team members are informed of store policies and procedures in regard to security. 1.7 Team members provided with feedback in regard to implementation/non implementation of store security procedures. 1.8 Staff provided with on going supervision and training to facilitate awareness and detection of theft. 1.9 Matters likely to affect store security reported according to store policy.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Security procedures may deal with:
  - customers
  - staff/staff property
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash and cash movement
  - equipment
  - premises
  - opening and closing of premises
  - theft
  - armed robbery
  - events likely to endanger customers or staff
- Store security procedures may include:
  - opening and closing of premises
  - checking bags
  - cash handling, credit card and cheque transactions
  - video monitoring
  - banking procedures
- Supervision and training may include:
  - mentoring/coaching
  - off the job training
  - on the job training
- Transactions may include:
  - credit cards
  - cash/cheque
  - EFTPOS

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security.
- Applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases.
- Interprets, applies and monitors security procedures in regard to:
  - cash handling, credit card and cheque transactions
  - internal or external theft or suspicious circumstances
  - armed robbery
  - opening and closing premises.
- Implements store policies and procedures in regard to:
  - informing staff regarding store security
  - staff security supervisions and training.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - cash handling, credit card, cheque transactions
  - external/internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - procedures for opening and closing premises
- Relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- Store alarm and security systems
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation

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EVIDENCE GUIDE (CONTINUED)

  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - interpreting and applying occupational health and safety documents
  - reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Team members will need to be informed of store policies and procedures in regard to safety.	2
How can **information be collected, analysed and organised**?	Reviewing security procedures will require information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Providing training to staff members requires planning and organisation.	2
How can **team work** be applied?	Providing supervision and training to team members will require team work.	2
How can the use of **mathematical ideas and techniques** be applied?	Monitoring cash handling and transactions will require the use of mathematical ideas and techniques.	2
How can **problem solving skills** be applied?	Problem solving will be applied when implementing procedures to minimise theft.	2
How can the **use of technology** be applied?	The use of technology will be applied when reporting on store security.	2

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP4B can be assessed with the following unit:

WRRLP3B Maintain store safety

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures in regard to security
  - legislation and statutory requirements
  - occupational health and safety legislation
- Access to relevant equipment such as:
  - alarm systems
  - point of sale equipment
  - communication equipment

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WRRLP5B **APPLY STORE SECURITY SYSTEMS AND PROCEDURES**

This unit builds on unit WRRLP2B Minimise Theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with State and Territory laws.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Maintain store security systems	1.1 Security equipment operated according to manufacturer's instructions and store procedures. 1.2 Security equipment regularly checked to ensure operational effectiveness and faults. 1.3 Regular servicing organised in line with store procedures/manufacturer's specifications. 1.4 Surveillance of specific store areas is applied in line with store procedures. 1.5 Security data entered accurately and updated as required by store policy and procedures.
2 Deal with potentially unsecured situations	2.1 Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions.
3 Detect and apprehend thieves	3.1 Evidence associated with each theft offence is collected as required by the law of evidence under State or Territory legal proceedings. 3.2 Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures. 3.3 Apprehension and/or arrest of thieves is facilitated in line with store procedures and State or Territory law. 3.4 Store detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender.
4 Apply post apprehension procedures	4.1 Reports prepared for police/security personnel according to legal requirements and store procedures. 4.2 Appropriate requirements/processes applied for post apprehension.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - the apprehension of thieves
  - the operation of security equipment
- Security equipment used in stores may include:
  - alarms
  - surveillance equipment such as cameras, closed circuit television
  - dye tags
  - security barcodes
- Theft and other property offences may include:
  - customer and bag checking procedures
  - criminal deception (false pretences)
  - criminal (willful) damage
- Appropriate requirements/processes for post apprehension include:
  - obtaining brief particulars
  - recovery of merchandise
  - searching offenders
  - rights of offenders
  - questioning offenders, according to State/Territory law

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and accurately operates store security equipment.
- Consistently applies store procedures and relevant State or Territory legislation, case law or common law in relation to the detection and apprehension of offenders.
- Identifies and records evidence in accordance with relevant State/Territory legislation, case law or common law.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - dealing with theft and other property offenses, including customer bag checking procedures
  - dealing with other property offences, including criminal deception (false pretences), criminal (willful) damage
  - apprehension of offenders
  - operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures
- Surveillance techniques
- Relevant law and industry codes of practice and their application in relation to store 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
- Occupational health and safety legislation/guidelines
- Theft statistics, annual cost of theft, thief profiles and categories
- Definition of theft and larceny
- Reporting methods

Skills in:

- Surveillance techniques
- Literacy and numeracy skills in relation to:
  - interpreting legal documents
  - recording and reporting procedures

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Reporting factors which increase security risk requires communication of ideas and information.	3
How can **information be collected, analysed and organised**?	Collecting evidence associated with theft requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Applying store detection and apprehension procedures requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be required when communicating information to team members.	3
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques will be required when preparing reports.	3
How can **problem solving skills** be applied?	Problem solving skills will be applied when considering alternative actions to arrest.	3
How can the **use of technology** be applied?	The use of technology will be applied when preparing and presenting reports.	3

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP5B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - theft statistics
  - thief profiles
  - legislation and statutory requirements relating to theft and property offences
  - store policy and procedures manuals
- Access to equipment such as:
  - security systems
  - communication equipment

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WRRM1B **MERCHANDISE PRODUCTS**

This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Place and arrange merchandise	1.1 Merchandise unpacked in accordance with store procedures. 1.2 Merchandise placed on floor, fixtures and shelves in determined locations. 1.3 Merchandise displayed to achieve a balanced fully stocked appearance and promote sales. 1.4 Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure. 1.5 Stock range placed to conform with fixtures, ticketing, prices or bar codes. 1.6 Stock rotated according to stock requirements and store procedure. 1.7 Stock presentation conforms to special handling techniques and other safety requirements.
2 Prepare display labels/tickets	2.1 Labels/tickets for window, wall or floor displays prepared according to store policy. 2.2 Tickets prepared using electronic equipment or neatly by hand according to store procedures. 2.3 Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken. 2.4 Electronic ticketing equipment used and maintained according to design specifications. 2.5 Ticketing equipment maintained and stored in a secure location.
3 Place, arrange and display price tickets and labels	3.1 Tickets/labels are visible and correctly placed on merchandise. 3.2 Labels/tickets replaced according to store policy. 3.3 Correct pricing and information maintained on merchandise according to store procedures, industry codes of practice and legislative requirements.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Maintain displays	4.1 Special promotion areas reset and dismantled.
	4.2 Supervisor assisted in selection of merchandise for display.
	4.3 Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
	4.4 Unsuitable or out of date displays identified, reset and/or removed as directed.
	4.5 Optimum stock levels identified and stock replenished according to store policy.
	4.6 Display areas maintained in a clean and tidy manner.
	4.7 Excess packaging removed from display areas.
5 Protect merchandise	5.1 Correct handling, storage and display techniques identified and used according to stock characteristics and legislative requirements.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - merchandising of stock
  - preparing and displaying tickets/labels
  - maintaining displays
- Displays may include:
  - setting new displays
  - maintaining existing ones
- Tickets and pricing requirements may include:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Merchandise may be characterised by:
  - type
  - brand
  - size
  - customer needs
  - colour
  - price
- Legislative requirements may include:
  - pricing requirements including Goods and Services Tax (GST) requirements
  - industry codes of practice
  - discounted items
  - Trade Practices and Fair Trading Acts
- Safety requirements may include:
  - transport, storage and handling of goods
  - hazardous substances
  - labelling of workplace substances

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Displays merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.
- Prepares display labels and price tickets for merchandise with regard to store policies and procedures.
- Operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturers' instructions and design specifications.
- Arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements.
- Identifies damaged, soiled or out of date stock and takes corrective action as required by store procedures and legislative requirements.
- Maintains display areas and replenishes stock as required in accordance with store procedures and legislative requirements.
- Performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling/ticketing equipment and materials
- Correct manual handling techniques for protection of self and merchandise

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EVIDENCE GUIDE (CONTINUED)

- Principles of display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety regulations including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances
- Relevant legislation and statutory requirements
- Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)
- Relevant industry codes of practice

Skills in:

- Use and maintenance of manual and electronic labelling/ticketing equipment
- Completing tasks in a set time frame
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels/tickets
  - reading and understanding manufacturer's instructions

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Information on arranging merchandise may need to be communicated to others.	1
How can **information be collected, analysed and organised**?	Store procedures for arranging merchandise and preparing display tickets/labels will need to be collected, analysed and organised.	1
How are **activities planned and organised**?	Placing and arranging merchandise will require planning and organising.	1
How can **team work** be applied?	Team work may be required to complete and maintain display areas.	1
How can the use of **mathematical ideas and techniques** be applied?	Maintaining stock levels and replenishing stock may require the use of mathematical ideas and techniques.	1
How can **problem solving skills** be applied?	Problem solving skills may be applied when identifying merchandise for display.	1
How can the **use of technology** be applied?	The use of technology may be required for preparing display tickets/labels.	1

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM1B can be assessed with the following units:

WRRS2B Advise on products and services

WRRS1B Sell products and services

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- A range of ticketing and pricing equipment
- Merchandise for display
- Display materials and props
- Cleaning materials
- Relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and occupational health and safety
  - manufacturer's instructions/operation manuals on electronic ticketing equipment
  - relevant legislation and industry codes of practice

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WRRM2B PERFORM ROUTINE HOUSEKEEPING DUTIES

This unit encompasses the skills, knowledge and attitudes required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices by staff members and the organisation of the work area to keep the workplace tidy, clean and safe.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Organise work area	1.1 Work areas maintained in a safe, uncluttered and organised manner according to store policy. 1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy. 1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.
2 Clean work area	2.1 Store policies and procedures for personal hygiene applied. 2.2 Store policies and procedures applied for cleaning of work area. 2.3 Waste promptly removed and disposed of according to store policy and legislative requirements. 2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to store policy and legislative requirements. 2.5 Signage promptly displayed in regard to unsafe areas. 2.6 Equipment and consumable materials maintained and stored correctly after use. 2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer's instructions and legislative requirements.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - housekeeping practices
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - use and storage of cleaning chemicals
- Work areas may include:
  - counters
  - benches
  - sinks
  - point of sale terminals
  - point of sale areas
  - preparation areas
  - walkways and aisles
  - displays
  - fixtures and other working surfaces
- Handling and cleaning techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Unsafe areas may include:
  - spills
  - sharp edges
  - loose wiring
- Reporting of faults/problems may be conducted by:
  - face to face
  - email
  - phone
  - fax
- Legislative requirements may include:
  - waste removal
  - environmental protection
  - transport, storage and handling of goods
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - occupational health and safety
  - use of protective clothing/equipment
- Appropriate personnel may include:
  - manager
  - area supervisor
  - team leader
  - colleagues

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas.
- Consistently applies safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:
  - store policy and procedures
  - occupational health and safety legislation/regulations/codes of practice
  - industry codes of practice
  - manufacturers' instructions and design specifications.
- Applies store housekeeping program of work area and reports faults/problems to relevant person/department.
- Reads, accurately interprets and consistently applies manufacturers' instructions for cleaning products, tools and equipment.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- Relevant occupational health and safety regulations
- Relevant labels to identify chemicals and hazardous substances/HAZCHEM labels
- Manufacturer's instructions for use of cleaning materials or hazardous substances
- Manufacturer's instructions for use of cleaning equipment
- Relevant legislation and statutory requirements
- Relevant industry codes of practice

Skills in:

- Using and maintaining cleaning equipment
- Using and storing chemicals, hazardous substances and flammable materials
- Using electrical and other equipment safely

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EVIDENCE GUIDE (CONTINUED)

- Literacy and numeracy skills in:
  - reading and understanding manufacturer's instructions
  - reading and understanding warning labels and instructions for the use of chemicals and hazardous substances

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Faults or problems will need to be communicated to relevant personnel.	1
How can **information be collected, analysed and organised**?	Store policies and procedures for cleaning work areas will need to be collected, analysed and organised.	1
How are **activities planned and organised**?	Cleaning work areas and disposing of waste will require activities to be planned and organised.	1
How can **team work** be applied?	Team work may be required when carrying out routine procedures and reporting to relevant personnel.	1
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques may be required when measuring out chemicals.	1
How can **problem solving skills** be applied?	Problem solving skills may be required to clean particular areas.	1
How can the **use of technology** be applied?	Technology may be required when operating a range of cleaning equipment.	1

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM2B can be assessed with the following units:

WRRCS1B Communicate in the workplace

WRRER1B Work effectively in a retail environment

WRRLP1B Apply safe working practices

WRRCA1B Operate retail equipment

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Cleaning/store housekeeping equipment and materials
- Relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and occupational health and safety
  - manufacturer's instructions/operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations

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WRRM3B **COORDINATE MERCHANDISE PRESENTATION**

This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Coordinate merchandise presentation and display	1.1 Items to be advertised/promoted, identified according to store merchandising policy. 1.2 Promotions or special events planned, coordinated and evaluated as directed by management. 1.3 Construction and maintenance of displays planned and supervised in order to achieve balance and visual impact. 1.4 Staff informed of store display standards/ requirements. 1.5 Staff informed of occurrence and timing of promotions and special events. 1.6 Product/service display information accurately depicts product/service being promoted. 1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow. 1.8 Displays constructed and maintained in a safe, secure manner. 1.9 Replenishment of merchandise and rotation of stock on store displays regularly monitored and action taken as required. 1.10 Staff informed of appropriate timing for dismantling and disposal of displays. 1.11 Merchandise presentation evaluated against sales turnover and store presentation standards. 1.12 Management provided with feedback in regard to improvement of store marketing and promotional activities.
2 Implement merchandise pricing	2.1 Store policies and procedures implemented in regard to pricing/ticketing. 2.2 Current prices for products and services identified and amended according to store policy. 2.3 Team members informed of both price changes and current pricing policies.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - merchandising
  - pricing policies
- Display requirements may include:
  - setting up new displays
  - maintaining existing ones
- Display may be located in a variety of areas including:
  - windows
  - shelves
  - walls fixtures on floor
- Tickets may be provided or produced:
  - electronically
  - manually
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Promotions and special events may include:
  - advertising
  - catalogues
  - special offers
  - in store promotions
  - seasonal promotions
- Pricing policies may include:
  - discounted items
  - inclusion/exclusion of Goods and Services Tax (GST)
  - sale items
- Staff and store requirements may include:
  - varying levels of staff training
  - staffing levels
  - full time, part time or casual staff
  - routine or busy trading times

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently and accurately implements store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements.
- Identifies products to be advertised/promoted according to store merchandising policies.
- Coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner.
- Informs staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays.
- Evaluates and reports sales and presentation effectiveness of store merchandising/ promotional activities to management and staff as required by store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - merchandising, pricing and ticketing
  - merchandise range
  - storage of stock
  - stock rotation and replenishment
  - minimum stock levels required
- Procedure for accessing information and implementing price changes
- Principles of display/design
- Location of display areas
- Availability and use of materials
- Store promotional themes
- Occurrence and timing of store promotions including advertising, catalogues and special offers
- Load bearing capacity of fixtures and display areas
- Correct storage procedures for labelling/ticketing equipment and materials
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements including Trade Practices and Fair Trading Acts
- Pricing procedures including Goods and Services Tax (GST) requirements
- Relevant industry codes of practice
- Principles and techniques of interpersonal communication skills
- Manufacturer's specifications for the use of electronic labelling/ticketing equipment

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Use and maintenance of electronic labelling/ticketing equipment
- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy and numeracy skills in relation to:
  - machine or manual preparation of labels/tickets
  - reading and interpreting store policies and procedures
  - merchandise presentation and pricing

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Informing staff of promotions and special events requires communication of ideas and information.	2
How can **information be collected, analysed and organised**?	Planning promotions and special events requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Planning the construction and maintenance of displays requires activities to be planned and organised.	2
How can **team work** be applied?	Team work will be required when supervising staff in setting up and maintaining displays.	2
How can the use of **mathematical ideas and techniques** be applied?	Identifying and amending prices for products and services requires the use of mathematical ideas and techniques.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when planning and constructing displays.	2
How can the **use of technology** be applied?	The use of technology will be applied when constructing displays and evaluating sales turnover.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM3B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Pricing and ticketing equipment
- Merchandise for display
- Display materials and props
- Relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - occupational health and safety requirements
  - manufacturer's instructions/operation manuals on electronic ticketing equipment
  - legislation and statutory requirements
  - industry codes of practice
- Access to a work team

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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
WRRM4A.1 Implement Housekeeping Policies	1.1 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. 1.2 Individual and team performance monitored to ensure housekeeping standards maintained according to store policy. 1.3 Regular schedule/roster for store/department housekeeping tasks and inspections developed and maintained. 1.4 Team members informed of individual responsibilities for housekeeping tasks. 1.5 Procedures for prompt waste removal especially spillages on floors implemented according to store policy. 1.6 Supply and maintenance of housekeeping equipment and materials co-ordinated according to store policy. 1.7 Store procedures for safe storage of housekeeping equipment ensured. 1.8 Suggestions for improvements in procedures reported to management according to store policy.

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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 housekeeping.
- Size, type and location of store.
- Store merchandise and service range.
- Handling techniques may vary according to stock characteristics and industry codes of practice.
- Range of responsibilities/job description.
- Type of housekeeping/maintenance equipment used.
- Maintenance, use and storage of cleaning equipment.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.

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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 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:

- consistently applying store policies and procedures in regard to housekeeping duties in work area, point of sales terminals, walkways and fixtures/display areas
- implementing and monitoring store housekeeping policies and procedures including prompt waste/spillage removal and occupational health and safety legislation/regulations/codes of practice
- developing and maintaining regular housekeeping schedules/rosters
- informing staff of responsibilities for housekeeping tasks
- monitoring individual and team performance ensuring housekeeping standards are maintained
- co-ordinating supply, maintenance and safe storage of housekeeping equipment and materials
- reporting suggestions for improvements in procedures to management.

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:
  - housekeeping
  - location, use and maintenance of cleaning materials and protective clothing
  - disposal of waste products including hazardous materials and environment protection.
- 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.

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EVIDENCE GUIDE (continued)

- Knowledge of and skills in:
  - use and maintenance of cleaning equipment
  - use and storage of chemicals, hazardous substances and flammable materials
  - safe use of electrical and other equipment
- Knowledge of principles and techniques in interpersonal relation skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Knowledge of principles and techniques in:
  - planning and organising activities
  - solving problems
- 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

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EVIDENCE GUIDE (continued)

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:

- 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 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.

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EVIDENCE GUIDE (continued)

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:

- 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.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.

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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. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- cleaning/store housekeeping equipment and materials
- 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.
- access to a work team
- qualified workplace assessor.

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WRRO1B MANAGE MERCHANDISE AND STORE PRESENTATION

This unit encompasses a range of competencies required to manage merchandise and store presentation. It involves managing store merchandising, planning and managing store advertising and promotions, managing store pricing policies and managing housekeeping.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Manage store merchandising	1.1 Layout and presentation support market position and promote customer flow according to store policy. 1.2 Layout assessment checks developed and implemented. 1.3 Standards for visual presentations and displays defined and clearly communicated to all staff. 1.4 Staff consulted to assess customer response to space allocations.
2 Plan and manage store advertising and promotions	2.1 Store policies and procedures, managed and implemented in regard to store promotional activities. 2.2 Activities organised in line with anticipated/researched customer requirements. 2.3 Promotions managed in order to achieve maximum customer impact. 2.4 Arrangements with suppliers negotiated in regard to special promotional activities. 2.5 Store activities coordinated to complement shopping centre/retail complex promotions. 2.6 Assessment checks developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response. 2.7 Promotional activities accurately documented and reported on.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Manage store pricing policies	3.1 Store policies and procedures maintained in regard to pricing. 3.2 Accurate information on pricing trends and changes maintained and communicated to relevant staff. 3.3 Procedures developed and implemented for pricing according to store policies and legislative requirements.
4 Manage housekeeping	4.1 Store policies and procedures developed and implemented in regard to store housekeeping and maintenance. 4.2 Roster/schedules developed and managed, ensuring store housekeeping standards are monitored and maintained. 4.3 Contingency plan initiated in the event of merchandise or store presentation problems.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  promotion of products and services
  housekeeping
- Pricing procedures may include:
  marking down of slow moving stock
  soiled or damaged goods
  goods close to use-by date
  end of season stock
- Store merchandising plan may include:
  target market/market research
  store image
  store layout and space availability
  seasonal lines
  pricing policy
- Customer market research may be:
  formal
  informal
- Promotions may include:
  advertising
  catalogues
  newspapers
  posters
  radio or TV
  suppliers
  Internet/website
- Promotions may involve:
  external and in-store activities
  corporate or locally based
  dealing with advertising agencies and consultants

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RANGE OF VARIABLES (CONTINUED)

- Pricing policies may include:
  long term and short term
  internal and external considerations
  pricing policies including Goods and Services Tax (GST) requirements
- Legislative requirements may include:
  Trade Practices and Fair Trading Acts
  consumer law
- Housekeeping may include:
  store premises
  fittings
  fixtures
  equipment
- Contingency plans may include:
  major spillages
  flood/storm
  breakages
  black out
  break in

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Collaboratively plans layout and presentation of merchandise according to store policies and procedures.
- Assesses effectiveness of layout and presentation according to sales targets and/or predetermined objectives.
- Collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures.
- Assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures.
- Collaboratively plans, coordinates and implements pricing activities according to store policies and procedures.
- Collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and occupational health and safety legislation/regulations/codes of practice.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  layout and presentation
  advertising and promotions
  pricing/marking down of goods, including risk assessment
  housekeeping for premises, fittings, fixtures and equipment
  store merchandise and service range
  store merchandising plan
  range and availability of new products and services
  customer demand and market trends
  product quality standards
- Occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  visual merchandising
  project management

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Providing feedback on performance
- Communicating store standards and expectations
- Report presentation
- Literacy skills in regard to:
  researching, analysing and interpreting a broad range of written material
  preparing reports
  documenting results

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Pricing trends and changes need to be communicated to relevant staff.	3
How can **information be collected, analysed and organised**?	Developing and implementing assessment checks requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Coordinating store activities to complement shopping centre/retail complex promotions requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be applied when consulting with staff to assess customer response to space allocations.	3
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques may be applied when developing pricing procedures.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when initiating a contingency plan in the event of merchandise or store presentation problems.	3
How can the **use of technology** be applied?	The use of technology may be applied when developing rosters/schedules and developing promotional activities.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  store policy and procedures manuals
  store merchandising plan
  legislation and statutory requirements
  occupational health and safety legislation/regulations/codes of practice
- Access to a work team

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WRRO2B **MANAGE SALES AND SERVICE DELIVERY**

This unit encompasses the competencies required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Maintain and improve operations	1.1 Policies and procedures for sales and service delivery implemented, communicated and reviewed on a regular basis.
	1.2 Resource allocation for client service provision is adequate and maintained in line with store policy.
	1.3 Customer complaints which have been referred by staff, resolved according to store policy.
	1.4 Sales and service targets/plans consistent with quality and functional specifications.
	1.5 Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required.
	1.6 Sales and service targets/plans communicated to relevant personnel according to implementation schedules.
	1.7 Feedback given to staff on operations and outcomes.
	1.8 Staff encouraged to take responsibility for meeting customer requirements.
	1.9 Feedback from customers sought and used to improve future operations.
	1.10 Corrective measures taken to minimise factors which may cause operations to be disrupted.
	1.11 Corrective actions monitored and evaluated for effectiveness and used for future operational planning.
	1.12 Current and accurate records on sales are available to authorised personnel.
	1.13 Relevant reports interpreted and acted upon as required.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
2 Negotiate supply of goods	2.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.
	2.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.
	2.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.
	2.4 Market factors affecting supply identified and communicated to relevant personnel.
	2.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time limits.
	2.6 Immediate corrective action taken where potential or actual problems with supply indicated.
	2.7 New suppliers identified and developed to maintain and improve sales and service delivery.
3 Establish customer requirements	3.1 Strategies planned and developed to enhance customer service provision according to store policy.
	3.2 Customer needs researched and analysed accurately in regard to local geographic and cultural issues.
4 Provide productive work environment	4.1 Sufficient supply of resources of the necessary quantity and quality established and maintained to meet customer requirements.
	4.2 Access to, and use of, resources regulated and monitored for maximum efficiency.
	4.3 Staff working conditions meet current legislation and store policy.
	4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures.
	4.5 Resources which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.
	4.6 Recommendations for improving conditions communicated to relevant personnel within designated time frame.
	4.7 Complete, accurate records maintained and made available to authorised personnel.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - sales and service delivery
- Policies and procedures may involve:
  - service standards
  - staff presentation
  - customer complaints
  - staff induction
  - customer service and sales training
- Sources of supply may include:
  - people
  - external organisations
  - internal departments/teams
- Resources may include:
  - people
  - material
  - equipment/technology
  - financial
  - external consultants
- Customers may include:
  - external
  - internal
- Service and products may include:
  - current
  - potential
- Negotiations may be conducted by:
  - face to face contact
  - correspondence
  - meetings
  - telephone
  - email
- Specifications for services and products may involve:
  - quality
  - quantity
  - coverage/content
  - time schedules/scales
  - cost

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RANGE OF VARIABLES (CONTINUED)

- Specifications may include:
  - customer agreements
  - operational means for meeting agreements
  - specific functional duties within the organisation
- Specifications, recommendations and information may be communicated to:
  - higher level managers
  - subordinates
  - colleagues, specialists, staff from other departments
  - external organisations which have a health, safety or environmental responsibility
  - government bodies
- Feedback may be sought and given:
  - verbally
  - in writing
- Analysis methods may be:
  - quantitative
  - qualitative
- Factors which disrupt operations may include:
  - supply
  - operational resources
  - quality of materials

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains, monitors and evaluates sales and service delivery.
- Communicates sales and service targets/plans and provides feedback on operations and outcomes to relevant personnel.
- Proactively improves sales and service delivery operations.
- Interprets and maintains data on sales and services delivery.
- Negotiates and arranges supply of goods according to store policies and procedures.
- Authorises pricing and payment agreements according to store policies and procedures.
- Maintains, monitors and evaluates supply of stock.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing
- Store merchandise and service range
- Store merchandising plan
- Range and availability of new products and services
- Customer demand and market trends
- Product quality standards
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - purchasing and supply specifications
  - stock control

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Interpersonal communication skills
- Negotiating with suppliers and customers
- Presentation skills
- Using new technology
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	By communicating policies and procedures to suppliers, staff and management.	3
How can **information be collected, analysed and organised**?	Monitoring sales and service targets/plans requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Through identifying suppliers, monitoring stock and pricing arrangements.	3
How can **team work** be applied?	Communicating with staff and maintaining sales and service requires team work.	3
How can the use of **mathematical ideas and techniques** be applied?	Maintaining sales and service targets/plans requires use of mathematical ideas and techniques.	3
How can **problem solving skills** be applied?	Identifying and resolving customer complaints requires problem solving skills.	3
How can the **use of technology** be applied?	Completing accurate records and maintaining equipment requires use of technology.	3

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO2B can be assessed with other units that make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - sales and service delivery targets/plans
  - records of sales service
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to suppliers
- Access to a team

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WRRO3B PROVIDE A SAFE WORKING ENVIRONMENT

This unit is based on the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the competencies involved in developing and implementing policies and procedures relating to occupational health and safety issues. It involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Develop policies to establish and maintain a safe working environment	1.1 Store policies and procedures developed based upon a commitment to occupational health and safety and with regard to relevant legislation. 1.2 Occupational health and safety responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions. 1.3 Financial and human resources for the operation of the occupational health and safety system identified, sought and/or provided promptly and consistently. 1.4 Information on the occupational health and safety system readily accessible and clearly explained to staff. 1.5 Procedures established to identify existing and potential hazards. 1.6 Procedures established and maintained to facilitate the reporting of all safety related incidents. 1.7 Control measures developed according to the hierarchy of control. 1.8 Systems established to encourage staff members to report /identify all matters likely to affect workplace safety.
2 Consult with staff	2.1 Appropriate consultation processes established and maintained in consultation with staff according to occupational health and safety legislation and store policy. 2.2 Issues raised through consultation dealt with and resolved promptly according to store policy. 2.3 Information on outcomes of consultation provided to staff clearly and promptly.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Establish and maintain a safe working environment	3.1 Policies and procedures established and maintained to facilitate identification and prevention of hazards. 3.2 Identification of potential and existing hazards, addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards according to relevant legislation and codes of practice. 3.3 Procedures established and maintained to ensure safe handling and storage of hazardous goods. 3.4 Procedures established and maintained to ensure equipment is maintained and stored safely in line with store policy. 3.5 Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff. 3.6 Store emergency procedures established and maintained.
4 Assess risks	4.1 Risks presented by identified hazards correctly assessed in accordance with occupational health and safety legislation and codes of practice. 4.2 Procedure for ongoing risk assessment developed and integrated with systems of work and procedures. 4.3 Staff activities monitored to ensure this procedure is adopted effectively. 4.4 Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.
5 Control risks	5.1 Measures to control assessed risks developed according to the hierarchy of control and implemented according to store policy, occupational health and safety legislation and codes of practice. 5.2 Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
6 Establish and maintain policies for hazardous events	6.1 Potentially hazardous events correctly identified. 6.2 Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services. 6.3 Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.
7 Train staff	7.1 Occupational health and safety training program developed and implemented to ensure all staff are trained in occupational health and safety issues.
8 Establish and maintain record system	8.1 System for maintaining occupational health and safety records established and monitored to facilitate identification of patterns of occupational injury and disease according to store policy.
9 Evaluate policies and procedures	9.1 Effectiveness of the occupational health and safety system and related policies, procedures and programs assessed according to store policy. 9.2 Improvements to the occupational health and safety system developed and implemented to ensure more effective achievement of store policy. 9.3 Compliance with occupational health and safety legislation and codes of practice assessed to ensure that legal occupational health and safety standards are maintained.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - occupational health and safety
  - emergency procedures
- Occupational health and safety issues may include:
  - customers and staff, equipment, premises or stock
  - sickness and accident reporting procedures
  - storage and use of flammable materials
  - safe lifting and manual handling procedures
  - store evacuation
  - chemical containment
  - first aid procedures
  - range of responsibilities/job description including general duty of care of employees and employers
  - workplace inspection and safety audits
  - checking equipment prior to and during work
  - reporting process for and issues resolution, injury or accidents
- Store emergency procedures may include:
  - locating and using alarms
  - events likely to endanger staff or customers
  - sickness
  - accidents
  - fire
  - store evacuation
  - chemical spills
  - bomb scares
  - armed robbery
- Processes for consultation may include:
  - minutes from health and safety meetings
  - suggestions for improvements put forward by employees
  - staff meetings, management meetings
- Assessing risks may include:
  - conducting regular reviews of injury/accident registers
  - consultation processes including discussions with employees
  - maintenance of plant and equipment
  - assessment of individual tasks and job design

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RANGE OF VARIABLES (CONTINUED)

- Hierarchy of control may include:
  - elimination of hazards
  - substitution
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing and equipment
- Staff training may include:
  - induction training
  - training for specific hazards identified in the industry
  - fire and emergency evacuation training
  - ongoing professional development training which includes occupational health and safety implications
- Training may be provided to trainees:
  - on the job
  - off the job
  - combination of both
- Records may include:
  - workplace inspection and audit reports
  - training records for new employees
  - ongoing employee training records
  - manufacturer's instructions including MSDS maintenance records
  - revision of policies and procedures to ensure relevance through audits against State and Territory legislation and regulations

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains, manages and applies safe work practices including necessary resources, control measures and risk assessments, in all areas of the store, according to occupational health and safety, and health and hygiene legislation/regulations/industry codes of practice and equal opportunity principles.
- Maintains, manages and applies emergency procedures according to store policies and procedures.
- Develops and/or manages store policies and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products.
- Establishes and maintains consultative processes in regard to occupation health and safety legislation/regulations/industry codes of practice.
- Allocates and manages staff responsibilities for occupational health and safety guidelines and health and hygiene legislation/regulations and industry codes of practice.
- Develops and implements staff training programs that relate to occupational health and safety, and health and hygiene legislation/regulations and industry codes of practice.
- Establishes and maintains a recording system for accident, illness and emergency situations details.
- Evaluates, reviews and makes recommendations for improvements with regard to store policies and procedures in occupational health and safety and store emergency procedures

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this standard in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - occupational health and safety and emergency procedures, taking into account local and state government legislation/regulations/codes of practice
  - emergency evacuation of store
  - events likely to endanger staff or customers
  - hierarchy of control in emergency situations
  - place of consultative committees
  - recording system for accidents, incidents, illness
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- First aid procedures
- Handling and storage procedures of hazardous and non hazardous goods and equipment
- Procedures for spills/leakage of materials/accidents/sickness
- Safe lifting and manual handling procedures
- Waste disposal methods, including hazardous substances

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Consultation processes
- Identifying and preventing fire and safety hazards, including fire/chemical/electrical hazards
- Negotiation skills
- Using safety alarms/fire extinguishers/emergency exits
- Developing processes and procedures
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in relation to:
  - finance and risk assessment

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Policies and procedures need to be communicated to all staff members.	3
How can **information be collected, analysed and organised**?	Identifying existing and potential hazards requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Developing a training program requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be applied when consulting with staff on workplace safety.	3
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques will be applied when identifying patterns of occupational injury and disease.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when establishing contingency measures until permanent control measures are implemented.	3
How can the **use of technology** be applied?	The use of technology will be applied when establishing and maintaining record systems.	3

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO3B can be assessed with the following units:

WRRPM1B Administer human resources policy

WRRPM2B Recruit and select personnel

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or a simulated environment. Evidence might include:

- Observation of the person in the workplace
- Simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - occupational health and safety legislation/regulations/codes of practice
  - store policy and procedures manuals
  - industry codes of practice
  - enterprise agreements in regard to consultative committees
- Access to other staff members
- Access to emergency equipment

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WRRO4B CONTROL STORE SECURITY/LOSS

This unit involves the skills and knowledge required to control store security. It involves developing and implementing security procedures for the prevention of theft, ensuring safety of all personnel in the event of a robbery and monitoring all security procedures.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Control store security	1.1 Security procedures to facilitate the detection and prevention of internal or external theft developed and implemented according to store policy. 1.2 Procedures to ensure maximum safety and security for all personnel in the event of robbery developed and implemented. 1.3 Procedures for opening and closing premises and cash registers, cash security, credit card and cheque transactions developed and implemented. 1.4 Security procedures monitored, maintained and communicated to all staff. 1.5 Stocktaking procedures established and implemented to monitor, control and minimise stock losses.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - security
- Type of security equipment in regard to:
  - type of equipment used
  - level of security required
- Theft may involve:
  - internal personnel
  - external personnel
- Security procedures/equipment may include:
  - dye tags
  - alarms
  - locks
  - security cameras
  - security guards

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Develops and implements security procedures to facilitate the detection and prevention of theft.
- Develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery.
- Develops and implements procedures for:
  - opening and closing premises
  - cash security
  - credit card transactions, EFTPOS
  - cheque transactions
  - stocktaking to control and minimise theft.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - security
  - detection and apprehension of thieves
  - credit card transactions
  - cheque transactions
  - stocktaking
- Relevant legislation and statutory requirements, including
  - case law or common law
  - state laws relating to property offences
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
  - safety of personnel in the event of robbery
  - detection and prevention of theft

Skills in:

- Negotiation
- Record maintenance
- Development of procedures
- Interpersonal communication skills

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Security procedures need to be communicated to all personnel.	3
How can **information be collected, analysed and organised**?	The development of security procedures requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Stocktaking procedures to minimise stock losses requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be applied when implementing and communicating store security procedures.	3
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques will be applied during stocktaking procedures.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when developing security procedures to facilitate the detection and prevention of internal or external theft.	3
How can the **use of technology** be applied?	The use of technology will be applied through the use of security equipment, registers and credit card facilities.	3

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO4B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures on security
  - store policy and procedures on credit card transactions and cheque transactions
  - store policy and procedures on stocktaking
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to a range of security equipment

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WRRO5B CONTROL INVENTORY

This unit covers the skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Manage receipt, dispatch and storage of merchandise	1.1 Merchandise receipted, dispatched and stored according to store policies and procedures. 1.2 Cost effective and efficient methods for goods movement determined according to store policy. 1.3 Maintenance procedures for storage areas and equipment implemented according to store policy.
2 Manage stock control	2.1 Store policies and procedures implemented in regard to stock control and inventories. 2.2 Store procedures established and implemented to monitor and control stock levels. 2.3 Budgeted stock levels maintained. 2.4 Stocktaking procedures established and implemented. 2.5 Contingency plans established and implemented in regard to stock delivery times. 2.6 Reports on stock inventories accurately documented and prepared.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage
  - stock control and inventories
- Stocktaking procedures may include:
  - stock control
  - stock levels
  - cyclical counts
  - minimisation of out of date stock
  - quality control
- Contingency plans may include:
  - breakdowns
  - delays
  - floods
  - breakages

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policies and procedures, including occupational health and safety policies and guidelines.
- Implements maintenance procedures for storage areas and equipment according to store policy.
- Plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- Store systems and equipment for stock recording and control
- Inventory control
- Storage security
- Licensing requirements for operating moving equipment (if applicable)
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice

Skills in:

- Stocktaking procedures
- Record maintenance
- Literacy skills in regard to:
  - documenting and recording procedures
- Numeracy skills in regard to:
  - interpreting data and cost effectiveness/efficiency

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Implementing stock taking procedures requires communication of ideas and information.	3
How can **information be collected, analysed and organised**?	Establishing procedures to monitor and control stock levels requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Developing contingency plans requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be required to implement store policies and procedures in regard to stock control.	3
How can the use of mathematical ideas and techniques be applied?	Mathematical ideas and techniques will be applied when developing reports on stock inventories.	3
How can problem solving skills be applied?	Developing contingency plans in regard to stock delivery times will require problem solving skills.	3
How can the use of technology be applied?	The use of technology will be applied when developing reports on stock inventories.	3

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO5B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policies and procedures on inventory control
  - legislation and statutory requirement
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to:
  - a stock control system
  - stock control equipment
  - a team

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WRRO6B **MANAGE STORE FACILITIES**

This unit encompasses the competencies required to manage store facilities in a retail environment. It involves the management of the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts and identifying and locating facilities requirements.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Manage store maintenance program	1.1 Premises, fittings, fixtures and equipment monitored and maintained according to store policy. 1.2 Deficiencies in store maintenance procedures identified and remedial action taken. 1.3 Expert or specialist advice obtained as required according to store policy. 1.4 Contingency plan initiated in the event of maintenance problems.
2 Manage retail equipment maintenance	2.1 Policies and procedures developed and implemented to ensure retail equipment maintained according to store policy. 2.2 Maintenance program for retail equipment monitored and implemented according to manufacturer's design specifications and store policy. 2.3 Equipment faults identified and rectified where possible, without undue delay. 2.4 Equipment faults or failures reported according to service agreements and store policy.
3 Negotiate maintenance contracts	3.1 Maintenance contracts with contractors and suppliers negotiated according to store policies and procedures. 3.2 Contract terms and conditions negotiated and implemented to maximise benefits for the store, and communicated to relevant staff. 3.3 Maintenance procedures monitored to ensure products/tasks meet contract specifications.
4 Identify facilities/space requirements	4.1 Facilities/space requirements identified according to store policy and budget requirements. 4.2 Suitable facilities/space located. 4.3 Space utilisation maximised with consideration to existing configuration.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - store maintenance
  - facilities management
- Contracts may be negotiated:
  - externally
  - internally
- Contracts may involve:
  - quality standards
  - maintenance services
  - cleaning
  - security
  - electrical services
  - plumbing services
  - equipment maintenance
- Recording methods may include:
  - electronic
  - manual
- Reporting of faults may include:
  - service personnel
  - contractors
  - store/area manager
  - supervisor
- Retail equipment may include:
  - point of sale terminals
  - computers/scanners/printers
  - pricing equipment
  - electronic bar coding equipment
  - portable data entry

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policies and procedures.
- Initiates contingency plans in response to maintenance problems.
- Negotiates, monitors and implements maintenance contracts according to store policies and procedures.
- Identifies and utilises space and facilities to maximise space utilisation.
- Evaluates and reports on effectiveness of maintenance contracts.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - maintenance of store facilities
  - maintenance of retail equipment
- Maintenance contract terms and options
- Contract specifications
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Principles and techniques in:
  - monitoring performance of contracts
  - negotiating, in particular contract negotiation

Skills in:

- Record maintenance
- Negotiation skills
- Literacy skills in regard to:
  - developing, documenting and recording procedures
- Numeracy skills in regard to:
  - accounting and recording data

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Negotiating maintenance contracts with contractors requires information and ideas to be communicated.	3
How can **information be collected, analysed and organised**?	Identifying facilities/space requirements requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Developing a maintenance program for retail equipment requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be applied when seeking expert advice for maintenance program and communicating with relevant staff.	3
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques will be applied when identifying budget requirements.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when rectifying equipment faults.	3
How can the **use of technology** be applied?	The use of technology will be applied when developing contracts and maintaining retail equipment.	3

Context of Assessment

Assessment process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRO6B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - maintenance contracts
  - store policies and procedures on maintenance of facilities, maintenance contracts
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice
- Access to a team
- Access to equipment/technology

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WRRPL2B **SET STRATEGIC PLANS**

This unit encompasses the competencies required to develop strategic plans. It involves setting objectives and targets both long and short term and developing action plans consistent with the stores overall aims and objectives.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Communicate and implement mission statement	1.1 Mission statement communicated according to store's stated purpose and values. 1.2 Mission statement interpreted in active consultation with team members and management.
2 Set objectives and targets	2.1 Objectives and targets developed after active consultation with team members and management according to store policies and procedures. 2.2 Strategies and objectives accurately reflect the overall store mission and values. 2.3 Strategies and objectives are attainable, cost efficient and realistic within a designated time frame and allow for continuous improvement planning. 2.4 Strategies and objectives contain sufficient detail to allow development of specific projects. 2.5 Constraints upon objectives clearly acknowledged.
3 Develop action plans	3.1 Action plans developed, evaluated and implemented according to store policies and procedures. 3.2 Action plans contain, clear, comprehensive and concise details. 3.3 Action plans take account of appropriate operational and other relevant considerations. 3.4 Proposals identify targets, standards and implementation methods.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - strategic planning
- Mission statements may be:
  - formal
  - informal
  - communicated verbally
  - communicated in writing
- Store mission and values may include:
  - customer relationships
  - supplier relationships
  - legal requirements
  - occupational health and safety
  - equal opportunity
  - ethics
  - employment
  - human relations
  - training
  - environment
- Strategies, targets and action plans may include:
  - technology
  - time management
  - standards of work
  - quality
  - quantity
  - human relations, personal development
  - legal issues
  - internal/external operating environments
  - implementation of policies and procedures
  - development and communication of ideas
  - development of product and service provision
  - problem solving
  - financial control and accounting
  - profits
  - management systems
  - inventory control
  - loss prevention

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Interprets, communicates and implements store's mission statement.
- Collaboratively develops team objectives reflecting the store's mission statement.
- Collaboratively develops strategies for achieving team objectives.
- Collaboratively develops effective action plans to implement strategies, including targets, standards and implementation methods.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
  - strategic planning
- Store purpose and values
- Store mission statement
- Internal and external operating environment
- Principles and techniques in strategic planning

Skills in:

- Analysing, implementing and evaluating plans
- Presenting reports
- Consultative processes
- Group presentation
- Literacy skills in regard to:
  - documenting strategic plans

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	By communicating and interpreting the mission statement with team members.	3
How can **information be collected, analysed and organised**?	Information should be collected from team members and analysed to develop objectives and targets.	3
How are **activities planned and organised**?	Active consultation with team members and management requires planning and organising of activities.	3
How can **team work** be applied?	Strategic plans should be set in collaboration with the team, therefore effective team work is required.	3
How can the use of **mathematical ideas and techniques** be applied?	This skill may not be applicable to this unit.	0
How can **problem solving skills** be applied?	Designing action plans will require problem solving skills in regard to resources or implementation.	3
How can the **use of technology** be applied?	This skill may not be applicable to this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPL2B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - strategic plans
  - store mission statement
  - stores value statement
  - information on the internal and external operating environment
- Access to a team

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WRRPL3B **INITIATE AND IMPLEMENT CHANGE**

This unit involves the skills and knowledge required to identify opportunities for increased sales and service, and to evaluate, negotiate and implement changes consistent with the store's overall aims and objectives.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Identify opportunities for increased sales and service	1.1 Relevant, reliable information regularly obtained, from a variety of sources and analysed with regard to requirements of store operations. 1.2 Information on developments accurately reported to appropriate personnel. 1.3 Information related to current practices used to identify opportunities for growth in sales and service. 1.4 Operations continuously monitored and evaluated, and action taken to improve where indicated. 1.5 Obstacles to change accurately identified and action taken to alleviate problems. 1.6 Evaluation of previous development outcomes used to identify improvement opportunities.
2 Evaluate changes	2.1 Information on current and proposed merchandise and service range and operating systems complete, accurate and accessible. 2.2 Advantages and disadvantages of current and proposed operations accurately compared. 2.3 Implications of introducing changes accurately accessed using appropriate analysis measures. 2.4 Proposed changes take account of previous evaluations. 2.5 Recommendations accurately communicated to appropriate people within designated time frames. 2.6 Responses to recommendations analysed and appropriate alterations made.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Negotiate changes	3.1 Information on projected change promptly communicated to appropriate people in sufficient detail for them to evaluate the implications for their areas of responsibility. 3.2 Good working relationships maintained during negotiations. 3.3 Agreements reached include detailed implementation plans in line with store policy. 3.4 Complete and accurate records of negotiations and agreements communicated to appropriate people. 3.5 Where compromise necessary, it is mutually acceptable and in line with store policy. 3.6 Reasons for non-acceptance of proposals conveyed positively to relevant staff. 3.7 Relevant people encouraged to understand and participate in changes.
4 Implement and evaluate change	4.1 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. 4.2 Resources used effectively to meet the requirements of operational changes. 4.3 Operational changes monitored according to implementation plans. 4.4 Outcomes of changes evaluated against expectations and previous sales/service records. 4.5 Implementation process modified to resolve problems if required.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - initiating and implementing changes
- Opportunities for improvement and change may include:
  - 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
- Implications of change may include:
  - profitability
  - productivity
  - quality of service/product
  - environmental impact
  - working conditions
  - working relationships
  - reactions of individual employees
- Analysis methods may include:
  - qualitative
  - quantitative
- Communication/negotiations may include:
  - higher level managers
  - subordinates
  - colleagues
  - specialists
  - staff in other departments
  - representatives from external organisations

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RANGE OF VARIABLES (CONTINUED)

- Obstacles to change may include:
  - internal considerations
  - external considerations
- Information may be gathered from:
  - external sources
  - higher level managers
  - subordinates
  - colleagues
  - specialists
  - staff in other departments
- Negotiations may be conducted:
  - verbally in formal or informal meetings
  - by telephone/fax
  - written correspondence
  - email

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Reviews relevant information and identifies opportunities for increased sales and service.
- Evaluates proposals for changes to merchandise and service range and operating systems.
- Negotiates for the successful implementation of change.
- Collaboratively implements changes.
- Evaluates implemented change against the initial proposal.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - initiating and implementing change
  - applying relevant legislation and organisational rules
- Changes to technology and resources
- Market needs and marketing opportunities
- Resource utilisation and costs
- Analysing efficiency and effectiveness
- Assessing alternatives in areas of change, including contingency planning
- Using financial analysis techniques, including cost/benefit, differential and risk analysis
- Quality assurance and control

Skills in:

- Planning and proposing changes
- Consultation skills
- Negotiation skills
- Evaluating and forecasting
- Presentation skills
- Literacy skills in regard to:
  - documenting plans and reports

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Communicating ideas and information will be applied when planning and proposing change.	3
How can **information be collected, analysed and organised**?	Information on current practices and operations will need to be collected, analysed and organised.	3
How are **activities planned and organised**?	Planning proposed operations requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be required when communicating recommendations for projected changes.	3
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques may not be required in this unit.	0
How can **problem solving skills** be applied?	Problem solving skills will be applied when evaluating and forecasting possible changes.	3
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

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EVIDENCE GUIDE (CONTINUED)

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPL3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures in regard to initiating and implementing change
  - resource utilisation
  - proposals for changes
  - market analysis data
- Access to a team

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WRRPM1B **ADMINISTER HUMAN RESOURCES POLICY**

This unit encompasses the competencies required to plan and manage human resources. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Implement staffing levels	1.1 Store policies and procedures in regard to staffing levels, maintained and monitored. 1.2 Store staffing plans involving total store operation, maintained. 1.2 Store staffing plan is comprehensive, concise and easily understood by staff and management. 1.3 All figures based on accurate and current information. 1.4 Contingency plans developed to cope with extreme situations. 1.5 Staff turnover problems are identified analysed and rectified as required by store policy.
2 Monitor staff performance	2.1 Store policies and procedures in regard to staff performance requirements analysed, monitored and maintained. 2.2 Performance appraisal/counselling interviews conducted as required, according to store policy. 2.3 Constructive feedback on performance given clearly and at a level and pace appropriate to the team member. 2.4 Performance and achievement recognised and individuals encouraged to contribute to their own assessment. 2.5 Individuals encouraged to contribute to improved policies and procedures. 2.6 Staff disciplined and counselled as required according to store policy and statutory requirements. 2.7 Staff dismissals implemented according to store policy and procedures and statutory requirements. 2.8 Terminal/exit interviews conducted according to store policy and procedures and statutory requirements. 2.9 Details of all procedures accurately and completely recorded and made available to authorised personnel.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
3 Identify and minimise potential industrial relations problems	3.1 Strategies in regard to interpersonal conflict and dispute resolution developed and implemented according to store policies and procedures 3.2 Consultation and cooperation within team actively encouraged. 3.3 Where interpersonal conflict arises, constructive support provided to resolve problem. 3.4 Team members accurately informed of current dispute resolution/grievance procedures. 3.5 Details of proceedings recorded concisely and accurately and made available to authorised personnel. 3.6 Team members treated with integrity, respect and compassion.
4 Develop and implement training plans	4.1 Training objectives and activities based on considered assessment of existing individual/team competencies, potential competence and career aspirations according to store policies. 4.2 Training plans regularly reviewed, updated and improved in consultation with staff and management. 4.3 Training plans contain clear, realistic objectives. 4.4 Individuals encouraged and assisted to evaluate their own development and training needs and to contribute to development planning and review. 4.5 Training activities optimise the use of available resources. 4.6 Training needs identified using accurate and current information. 4.7 Training requirements relating to specific competencies necessary to perform a specified role or function clearly defined. 4.8 Ongoing training information provided to all staff. 4.9 Responsibility for training delegated to specific staff. 4.10 Planned training needs and specified outcomes documented. 4.11 Budget in regard to training and assessment of staff monitored and maintained according to store policy.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - employee relations and staff development
  - systems for recording employee relations information
- Statutory requirements/legislation may include:
  - Equal Employment Opportunity (EEO)
  - New Apprenticeships
  - disciplinary procedures
  - awards/agreements
  - wages and conditions
  - anti-discrimination
  - sexual harassment
  - occupational health and safety
- Training may be delivered by:
  - supervisor/manager
  - training coordinator
- Training may relate to:
  - existing staff competencies
  - level of competencies required by staff
  - budget allocation for staff training
- Objectives may apply to:
  - individuals
  - teams
  - managers
- Communication methods may include:
  - verbal
  - in writing
  - email
- Team members may include:
  - people from a range of social, cultural or ethnic backgrounds
  - people with a range of literacy and numeracy skills
- Contingency plans may include:
  - unpredicted staff shortages
  - unpredicted customer demand
  - accidents or emergencies

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Maintains and monitors optimum staff levels according to store policy and procedures by:
  - maintaining staffing plans
  - communicating with staff and management
  - developing contingency plans
  - analysing and rectifying staff turnover problems.
- Maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
  - monitoring and analysing performance
  - identifying performance/skill gaps
  - applying on the job training and coaching processes to develop employees
  - developing performance improvement plans
  - conducting performance appraisal interviews
  - demonstrating discipline and counselling processes
  - demonstrating dismissal processes.
- Accurately records and maintains details of staff performance procedures, taking into account privacy requirements.
- Communicates with team members to minimise potential industrial relations problems.
- Develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
  - staffing
  - performance appraisal
  - employee relations
  - staff development

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EVIDENCE GUIDE (CONTINUED)

- Relevant statutory, legal and industrial relations requirements, in regard to:
  - monitoring staff performance
  - counselling
  - disciplinary procedures
  - dismissal procedures
  - agreements/awards/wages and conditions
  - anti discrimination
  - equal opportunity
  - sexual harassment
  - occupational health and safety
- A range of responsibilities/job descriptions
- New Apprenticeship legislation
- Training Packages and competency standards
- Store staffing plan
- Staff levels and turnover
- Existing competencies
- Resources available for training
- Training and development

Skills in:

- Analysing training needs
- Monitoring staff performance
- Conducting performance appraisal
- Counselling and conflict resolution
- Negotiating
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data

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EVIDENCE GUIDE (CONTINUED)

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Informing team members of current dispute resolution/grievance procedures requires communication of ideas and information.	3
How can **information be collected, analysed and organised**?	Monitoring staff performance and identifying training needs requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Developing a training plan requires activities to be planned and organised.	3
How can **team work** be applied?	Resolving interpersonal conflict and providing constructive feedback to team members requires the application of team work.	3
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques will be applied when monitoring and maintaining training budget.	2
How can **problem solving skills** be applied?	Problem solving skills will be applied when developing and implementing strategies for interpersonal conflict and dispute resolution.	3
How can the **use of technology** be applied?	The use of technology will be applied when developing training plans and delivering training to team members.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM1B can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation such as:
  - store policies and procedure on employee relations and staff development
  - legislative requirements
  - store staffing plan
  - job descriptions
- Statutes, awards and agreements relating to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures

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WRRPM2B **RECRUIT AND SELECT PERSONNEL**

This unit involves the skills and knowledge required to recruit and select personnel. It involves defining future personnel requirements, determining job specifications, and recruiting staff and evaluating and selecting applicants.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Define future personnel requirements	1.1 Store policies in regard to staffing levels accurately identified. 1.2 Accurate and current information used. 1.3 Competencies and attitudes required of individuals and teams clearly identified. 1.4 Appropriate members of staff adequately consulted. 1.5 Estimates of personnel needs supported by appropriate calculations where necessary.
2 Determine job specifications	2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole. 2.2 The views and requirements of all relevant personnel taken into account prior to completing the specification. 2.3 Specifications written are clear, concise and comply with legal requirements. 2.4 Specifications confirmed with appropriate personnel prior to recruitment action according to store policy.
3 Recruit staff	3.1 Store procedures with regard to staff employment, maintained and monitored. 3.2 Employment vacancies advertised internally and externally according to store policy. 3.3 Job interviews and employment appraisal tests, conducted according to store policy. 3.4 Staff selection policies and procedures are conducted to comply with equal opportunity and equal employment opportunity legislation. 3.5 Wages and conditions comply with relevant awards/agreements and store policy.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Assess and select applicants	4.1 Assessment and selection process conducted according to store policy and procedures and legal requirements. 4.2 Information obtained from each candidate judged against specified selection criteria, and any additional influencing factors noted. 4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is sought promptly from appropriate personnel. 4.4 Unintended deviations from agreed procedures identified and corrected before selection decisions made. 4.5 Records are complete, accurate and clear. 4.6 Selection recommendations communicated to authorised personnel only. 4.7 All candidates promptly and accurately informed of selection decisions following each stage of the selection process. 4.8 Recommendations for improvements to any aspect of the selection process communicated promptly to appropriate personnel. 4.9 Selection choice justifiable from the evidence gained and the process used.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - personnel planning
  - selection and recruitment
- Store staffing requirements may include:
  - permanent
  - temporary
  - full time
  - part time
  - casual
  - contract
- Appropriate calculations may include:
  - financial considerations
  - current and projected staff numbers
  - current staff competencies and estimation of competencies required
  - succession planning
  - personnel forecasts
  - business plan/strategic directions
- Recruitment procedures may be delegated to:
  - individuals
  - specialist personnel
- Job specifications should include:
  - job title and purpose of position
  - responsibilities
  - competencies required
- Relevant personnel may include:
  - employees
  - supervisors
  - store/area manager
- Legal requirements may include:
  - Equal Employment Opportunity (EEO)
  - anti-discrimination
  - awards/agreements
  - confidentiality laws

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Identifies existing and required competencies and attitudes of individuals and teams.
- Develops job specifications to effectively meet the needs of the store/company.
- Recruiting suitable staff according to:
  - relevant store policies and procedures
  - equal opportunity and equal employment legislation
  - relevant awards/agreements.
- Assesses and selects candidates according to store policies and procedures and legal requirements.
- Accurately records selection processes.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - personnel planning, including current and projected staff numbers
  - personnel selection
  - recruitment
- Relevant legislation and statutory requirements, including:
  - equal opportunity and equal employment legislation
  - awards/agreements
  - anti-discrimination
  - recruitment sourcing methods
  - government subsidies/support functions for traineeships
  - new Apprenticeships
- Training Packages and competency standards
- Principles and techniques in:
  - identifying, defining and assessing competence of individuals
  - identifying competence requirement in relation to work demands
  - consultation processes

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Interviewing skills
- Interpersonal communication skills
- Presentation skills
- Writing clear accurate job descriptions/specifications
- Evaluating information from resumes, letters, references, interviews and aptitude test against criteria
- Checking references, security clearances and personal documentation
- Obtaining information from candidates at interview
- Recording details of processes
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Informing candidates of selection decisions requires communication of ideas and information.	3
How can **information be collected, analysed and organised**?	Determining future personnel requirements requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Conducting job interviews and employment appraisal tests requires activities to be planned and organised.	3
How can **team work** be applied?	Team work will be required when consulting staff members and taking into account their views and requirements.	3
How can the use of **mathematical ideas and techniques** be applied?	The use of mathematical ideas and techniques may not be required in this unit.	0
How can **problem solving skills** be applied?	Problem solving skills will be applied if there is a conflict of criteria and advice needs to be sought.	3
How can the **use of technology** be applied?	The use of technology may not be relevant to this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM2B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policies and procedures on personnel planning, selection and recruitment
  - equal opportunity and equal employment legislation
  - awards/agreements
- Job descriptions/specifications

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WRRPM3B **LEAD AND MANAGE PEOPLE**

This unit covers the skills and knowledge required to lead and manage teams. It involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans/targets.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Lead the team	1.1 Leadership style reflects the store image/culture. 1.2 Environment created in which people are motivated to achieve high standards of performance. 1.3 Personal leadership style analysed and evaluated in terms of effects on motivation and performance of team members.
2 Lead by example	2.1 High personal performance standards demonstrated. 2.2 Willingness to confront difficult situations/problems demonstrated. 2.3 Honest, open consultation used to communicate with team members. 2.4 Difficult situations dealt with fairly, openly and promptly.
3 Develop and communicate team objectives	3.1 Clear, accurate and relevant team objectives developed, including expected performance standards. 3.2 Objectives achievable within designated time limits and according to resources available. 3.3 Objectives explained clearly and at a level and pace appropriate to team members. 3.4 Objectives regularly reviewed according to team/store policy changes. 3.5 Team members encouraged to provide feedback on objectives and to clarify areas of uncertainty.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
4 Establish, develop and improve teams	4.1 Plans based on accurate assessment of current competencies and career aspirations according to current and future store requirements. 4.2 Individuals assisted and encouraged to take responsibility for their self development. 4.3 Team building and development plans contain clear, realistic objectives. 4.4 Unproductive friction between team members minimised. 4.5 Collaborative approach taken with team members, colleagues and management to establish constructive relationships. 4.6 Team members encouraged to offer ideas, views or suggestions. 4.7 Recognition of team members' suggestions offered, and explanations given if proposals rejected. 4.8 Outstanding achievement recognised. 4.9 Promises and undertakings to team are realistic and honoured. 4.10 Team members given appropriate support in areas which may affect work performance and morale.
5 Develop self	5.1 Current self competencies and development needs identified according to current position description and future career aspirations. 5.2 Realistic, achievable and challenging objectives developed and regularly reviewed. 5.3 Responsibility accepted for achieving self development objectives. 5.4 Progress and performance regularly reviewed with appropriate personnel. 5.5 Feedback received used to improve future performance.

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ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
6 Delegate responsibility and authority	6.1 Team and individual responsibilities and limits of responsibility, clearly defined according to store policy.
	6.2 Information provided in a manner and at a pace appropriate for the individual.
	6.3 Delegation is unambiguous, explicit and able to be carried out within a designated time frame.
	6.4 Resources and implementation methods effectively negotiated with team members.
	6.5 Support and resources available are accessible and are sufficient for the needs of the operation.
	6.6 Delegation reviewed regularly and revised as required.
7 Consult with team	7.1 Policies, plans, problems and solutions clearly and concisely communicated to team according to store policy.
	7.2 Communication to team on store policy and operational issues actively and clearly demonstrated.
	7.3 Meeting purposes clearly established.
	7.4 Information clearly presented.
	7.5 Positive contributions encouraged from all members of group.
	7.6 Discussion time allocated to items according to importance, urgency or complexity.
	7.7 Leadership style appropriate for purpose and membership of group.
	7.8 Decisions recorded accurately and acted upon as required.
	7.9 Written and verbal communication performed in a clear and concise manner according to store policy.
8 Support the team	8.1 Staff, colleagues and management actively supported within store policy guidelines in situations involving store policies or operations.
	8.2 Team members actively supported in achievement of realistic goals.
	8.3 Team members actively focused towards store plans/targets.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - staff development, people management and leadership style
  - conflict resolution/grievance procedures
- Team members may:
  - come from a variety of social, cultural or ethnic backgrounds
  - vary in literacy and numeracy skills
  - vary in competencies
- Self competencies may include:
  - communication skills
  - ability to delegate
  - conflict resolution skills
  - team building skills
- Communication may include:
  - verbal
  - individually or in groups
  - formal or informal meetings
  - written correspondence, memos
  - email, fax, telephone
- Resources may include:
  - training materials
  - equipment
  - access to relevant information

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Establishes effective and collaborative teams to achieve common objectives.
- Manages teams to perform effectively and collaboratively by:
  - using a leadership style that supports store image/culture/business strategic direction
  - creating an environment to achieve high standards
  - maintaining effective communication with staff
  - leading by example
  - consulting honestly and openly
  - dealing with difficult situations fairly, openly and promptly.
- Evaluates, analyses and enhances own leadership style.
- Evaluates and improves the effective performance of teams.
- Leads teams in an effective, open, consultative and supportive manner.
- Delegates appropriate responsibility and authority to team members.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - people management
  - staff development
  - leadership
  - team/company objectives
- Principles and techniques in interpersonal relation skills, including:
  - conflict resolution
  - negotiation
  - consultation
  - team building
  - training/mentoring
  - delegation
- Training Packages and competency standards

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EVIDENCE GUIDE (CONTINUED)

Skills in:

- Presenting information
- Conflict resolution
- Leadership skills
- Negotiation
- Interpersonal communication skills
- Literacy skills in regard to:
  - communicating ideas and information

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Delegating responsibility to team members requires communication of ideas and information.	3
How can **information be collected, analysed and organised**?	Developing team objectives requires information to be collected, analysed and organised.	3
How are **activities planned and organised**?	Developing plans to improve teams requires activities to be planned and organised.	3
How can **team work** be applied?	Team work is essential throughout this unit.	3
How can the use of **mathematical ideas and techniques** be applied?	This skill may not be required in this unit.	0
How can **problem solving skills** be applied?	Problem solving skills will be required when dealing with friction between team members and establishing constructive relationships.	3
How can the **use of technology** be applied?	The use of technology may not be required in this unit.	0

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures on people management and staff development
  - team/company objectives
- Access to a team

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WRRS3B COORDINATE SALES PERFORMANCE

This unit encompasses the competencies required to implement sales policies and procedures in regard to sales transactions. It also involves monitoring and providing feedback on the achievement of sales targets.

ELEMENTS OF COMPETENCY	PERFORMANCE CRITERIA
1 Implement sales policies and procedures	1.1 Store policies and procedures and relevant legislation in regard to selling implemented and monitored. 1.2 Store policies and procedures implemented and monitored in regard to sales transactions. 1.3 Team monitored to ensure information is entered into point of sale equipment accurately. 1.4 Team monitored to ensure goods are moved through point of sale area efficiently and safely. 1.5 Team monitored to ensure that products and services are matched to customer needs.
2 Monitor achievement of sales targets	2.1 Individual and department sales targets monitored and recorded according to store policy. 2.2 Store sales results monitored and recorded in line with sales targets and according to store policy. 2.3 Feedback provided to management and staff on sales performance in relation to sales targets and planning.

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RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - selling products and services
  - sales transactions
  - reporting
- Relevant legislation may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - pricing procedures including Goods and Services Tax (GST) requirements
  - sale of second hand goods
  - sale of X and R rated products
  - Lottery Acts
  - industry codes of practice
  - occupational health and safety
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Sales transactions may include:
  - cash
  - EFTPOS
  - cheque
  - credit card/store card
  - lay-by
- Feedback to management and staff may include:
  - presentations
  - reports
  - informal meetings
  - email
  - financial reports
  - business documents
  - records of store sales
- Customers may include:
  - regular and new customers
  - people with special requests, special needs and routine requirements
  - people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Selling may include:
  - face to face
  - telephone
  - Internet

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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 provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- Implements and monitors store policies and procedures in relation to sales transactions, including non cash sales and variations to standard sales transactions.
- Monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and services
- Customer profile
- Location of store departments
- Store/department sales targets
- Factors that enhance sales performance
- Importance of sales to store performance
- Stock control procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation

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EVIDENCE GUIDE (CONTINUED)

  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - business documents
  - financial reports
- Numeracy skills in regard to functional retail calculations including:
  - margins
  - mark downs/mark ups
  - gross profit
  - basic budgeting against sales and costs

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
How can **communication of ideas and information** be applied?	Providing feedback to management requires the communication of ideas and information.	2
How can **information be collected, analysed and organised**?	Monitoring team and sales targets requires information to be collected, analysed and organised.	2
How are **activities planned and organised**?	Monitoring and recording sales results requires activities to be planned and organised.	2
How can **team work** be applied?	Monitoring and providing feedback to staff members requires team work.	2
How can the use of **mathematical ideas and techniques** be applied?	Mathematical ideas and techniques will be applied when recording sales targets and results.	2
How can **problem solving skills** be applied?	Ensuring that products and services match customer needs requires problem solving skills to be applied.	2
How can the **use of technology** be applied?	Recording sales targets and results will require use of technology.	2

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EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS3B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - individual/department sales targets and results
  - reporting proformas
  - legislation and statutory requirements
- Access to a sales team
- Point of sale equipment and materials

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